DOCUMENT RESUME

ED 235 288 UD 023 140

TITLE	Language Arts Curriculum Guide. Grades 7-9
INSTITUTION	Duval County Schools, Jacksonville, Fla.
PUB DATE	81
NOTE	339p.; A publication of the Office of Curriculum Development.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Course Descriptions; Curriculum Guides; *Debate; *English Curriculum; *English Instruction; Junior High Schools; *Language Arts; *Public Speaking; *Speech Communication

ABSTRACT

This language arts curriculum guide was developed for use in grades 7, 8 and 9 in the Duval County Public Schools, Jacksonville, Florida. The courses covered are English (separate courses for grades 7, 8, and 9), Debate (grades 9-12), Oral Communication/Public Speaking (grades 9-12), and Advanced English (separate courses for grades 7, 8, and 9). For each course, the following are provided: (1) an introduction; (2) a course outline; (3) a list of performance objectives; and (4) a key to recommended instructional materials. Appendices provide information on the Florida lists for assessment of spelling, the student assessment minimal list for reading, consumer words, journalism bibliography, bibliographic format, metric system terms, Jacksonville's public film library, a description of the Functional Basic Skills course, the Stanford Achievement Test objectives, the State's Student Assessment Test standards and skills, and correlation between 1977-78 and 1985-86 student performance standards for Florida schools.

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. C. Rosa
Duval County
Public Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

[✓ This document has been reproduced as received from the person or organization originating it.]

Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA

HERB A. SANG, SUPERINTENDENT

SCHOOL BOARD

James H. Corwin, M.D., Chairman

Jack Nooney, Vice-Chairman

Wendell P. Holmes

Donna F. Lucas

Samuel P. Nesbitt

Wendell C. Parker

Harry J. Wagner

CURRICULUM DEVELOPMENT

Charles H. Cline, Ph.D., Assistant Superintendent

John A. Geilen, Jr.
General Director

Patricia C. Glasser, Ed.D.
General Director

1981

LANGUAGE ARTS

CURRICULUM GUIDE

1981

Prepared by

A. Eileen Dilts, John Gorrie Junior High School

Brenda B. Matthews, Raines Senior High School

Susan Y. Moore, Paxon Junior High School

Marilyn Olin, Terry Parker Senior High School

Judith Barrett Silas, Language Arts Resource Teacher

Lynn Skapyak, Oceanway 7th Grade Center

Cover Design

Nellie Lynch

Mary Henderson, Ed.D.
Director, Language Arts/Reading

TABLE OF CONTENTS

STANDARD COURSES

STANDARD ENGLISH 7

Introduction. . . . . (E 7) 1
Course Outline. . . . . (E 7) 3
Performance Objectives. . . . . (E 7) 6
Key to Recommended Instructional Materials. . . . . (E 7) 14

STANDARD ENGLISH 8

Introduction. . . . . (E 8) 1
Course Outline. . . . . (E 8) 3
Performance Objectives. . . . . (E 8) 6
Key to Recommended Instructional Materials. . . . . (E 8) 14

STANDARD ENGLISH 9

Introduction. . . . . (E 9) 1
Course Outline. . . . . (E 9) 3
Performance Objectives. . . . . (E 9) 5
Key to Recommended Instructional Materials. . . . . (E 9) 11

DEBATE

Introduction. . . . . D - 1
Course Outline. . . . . D - 2
Performance Objectives. . . . . D - 5
Key to Recommended Instructional Materials. . . . . D - 13

ORAL COMMUNICATION/PUBLIC SPEAKING

Introduction. . . . . OC - 1
Course Outline. . . . . OC - 2
Performance Objectives. . . . . OC - 5
Key to Recommended Instructional Materials. . . . . OC - 13

Table of Contents (continued)

ADVANCED COURSES

ADVANCED ENGLISH 7

Introduction . . . . (EA 7) 1
Course Outline . . . . (EA 7) 2
Performance Objectives . . . . (EA 7) 4
Key to Recommended Instructional Materials . . . . (EA 7) 8

ADVANCED ENGLISH 8

Introduction . . . . (EA 8) 1
Course Outline . . . . (EA 8) 2
Performance Objectives . . . . (EA 8) 4
Key to Recommended Instructional Materials . . . . (EA 8) 9

ADVANCED ENGLISH 9

Introduction . . . . (EA 9) 1
Course Outline . . . . (EA 9) 2
Performance Objectives . . . . (EA 9) 4
Key to Recommended Instructional Materials . . . . (EA 9) 9

APPENDICES

A. Florida Lists for Assessment of Spelling

B. Student Assessment Minimal List for Reading

C. Consumer Words

D. Journalism Bibliography

E. Bibliographic Format

F. Metric System Terms

G. Haydon Burns Film Library

H. Course Description--Functional Basic Skills

I. Stanford Achievement Test Objectives

J. Minimum Level Skills Test Objectives

K. State Student Assessment Test Standards and Skills

L. Correlation Between 1977 and 1985 State Student Assessment Test Standards and Skills

INTRODUCTION
ENGLISH 7 STANDARD

State Accreditator Number. .	5111
Course Code Number	1002
F.T.E. Category.	1.00
Instructional Level.	Standard
Report Card Abbreviation . .	Std English 7
Length of Course	Year
Credit	1 English Credit
Grade Level.	7

Prerequisites

Grade 6

Textbook(s)

Greiffenberg, F., English Workshop: First Course (New York: Harcourt Brace Jovanovich, 1977).

Niles, O., et al., Reading Tactics A (Glenview, Illinois: Scott, Foresman and Company, 1977).

Niles, O., et al., Signal Series: Sense (Glenview, Illinois: Scott, Foresman and Company, 1977).

Warriner, J. E., English Grammar & Composition: First Course (New York: Harcourt Brace Jovanovich, 1977).

Supplementary Textbook(s)

Warriner, J. E., Composition: Models and Exercises, First Course (New York: Harcourt Brace Jovanovich, 1977).

Notes To Teachers

The outline and performance objectives for English 7 Standard are intended as guidelines for course material although they are not in order of priority. Several areas will be integrated into teaching units rather than being taught separately.

Since the course curriculum is integrated, symbols indicating Minimum Level Skills and Stanford Achievement Test objectives and State Student Assessment standards are indicated throughout the outline, performance objectives, and keys to materials. For exact wording of individual State Student Assessment Test skills, please refer to the course guide appendix. To ensure test readiness, keyed items should be covered prior to testing.

ENGLISH 7 STANDARD

1.0 Reading/Listening Comprehension

- 1.1 Literal Comprehension
  - #δ* 1.1.1 Main idea
  - δ 1.1.2 Facts/Opinions
  - #δ* 1.1.3 Facts/Details
  - δ* 1.1.4 Sequence
  - δ 1.1.5 Reasoning
  - δ 1.1.6 Cause/Effect
  - δ 1.1.7 Directions
  - δ 1.1.8 Comparison
- 1.2 Inferential Comprehension
  - #δ* 1.2.1 Main idea
  - δ 1.2.2 Facts/Opinions
  - δ* 1.2.3 Sequence
  - δ 1.2.4 Cause/Effect
  - δ 1.2.5 Feelings/Emotions
  - #δ 1.2.6 Conclusions/ Predictions
  - δ 1.2.7 Comparison
- 1.3 Skimming/Scanning
- 1.4 Listening Comprehension
  - 1.4.1 Literal/ Inferential data
  - 1.4.2 Sound/Meaning

2.0 Vocabulary/Spelling

- #δ 2.1 Prefixes/Suffixes/Roots
- 2.2 Metric System Terms
- #δ 2.3 Word Meanings
- #δ* 2.4 Word Meanings: Context Clues
- # 2.5 Idioms
- 2.6 Analogies
- #* 2.7 Commonly Confused Spelling Words: Homonyms
- δ* 2.8 Synonyms
- δ 2.9 Antonyms
- #* 2.10 Commonly Misspelled Words
- 2.11 Plurals: Hyphenated Words
- δ 2.12 Days/Months/Numbers/ Common Words
- δ 2.13 Denotative/Connotative Meanings
- δ 2.14 Contractions
- δ 2.15 Inflected Words
- δ* 2.16 Related/Unrelated Words
- δ* 2.17 Related Headings

3.0 Literature

- 3.1 Genres
  - δ 3.1.1 Short story
  - 3.1.2 Play
  - 3.1.3 Poem
- 3.2 Elements
  - 3.2.1 Setting
  - 3.2.2 Characterization
  - 3.2.3 Plot
  - 3.2.4 Conflict
  - 3.2.5 Rhyme

4.0 Grammar

- 4.1 Parts of Speech
  - * 4.1.1 Nouns: common, proper, concrete, abstract, collective
  - δ 4.1.2 Nouns: plural forms
  - #δ 4.1.3 Possessives: nouns, pronouns
  - #* 4.1.4 Pronouns: personal, indefinite, reflexive, relative, compound
  - 4.1.5 Adjectives
  - # 4.1.6 Articles: indefinite
  - 4.1.7 Verbs
  - 4.1.8 Adverbs
  - 4.1.9 Prepositions/ Objects of prepositions
  - 4.1.10 Conjunctions

* Indicates Minimum Level Skills
δ Indicates State Student Assessment Program
# Indicates Stanford Achievement Test

ENGLISH 7 STANDARD

- 4.2 Sentence Parts
  - 4.2.1 Phrases
  - * 4.2.2 Direct objects
  - 4.2.3 Indirect objects
  - * 4.2.4 Simple subjects/ Predicates
  - * 4.2.5 Complete subjects/ Predicates
  - ó 4.2.6 Compound subjects/ Predicates

- 5.0 Written Composition
  - 5.1 Usage
    - #ó 5.1.1 Verbs: regular, irregular
    - #ó* 5.1.2 Subject-verb agreement
    - ó 5.1.3 Comparatives/ Superlatives: adjectives, adverbs
    - #* 5.1.4 Pronoun case/ Order: subject, direct object
  - 5.2 Mechanics
    - # 5.2.1 Capitalization
    - #* 5.2.2 Capitalization: sentences, proper nouns
    - #ó 5.2.3 Capitalization: titles, abbreviations for proper nouns
    - ó* 5.2.4 End punctuation
    - ó 5.2.5 End punctuation: periods for abbreviations, exclamation points
    - # 5.2.6 Commas
    - #* 5.2.7 Commas: dates, addresses, items in a series
    - *#ó 5.2.8 Commas: direct address
    - 5.2.9 Apostrophes
    - * 5.2.10 Apostrophes: contractions
    - 5.2.11 Underlining/ Italics
    - 5.2.12 Quotation marks
  - 5.3 Structure/Organization/ Format
    - 5.3.1 Sentence types
    - 5.3.2 Sentence structure: simple, compound
    - ó 5.3.3 Sentence structure: compound declarative
    - #* 5.3.4 Sentence structure: complete, fragments
    - ó 5.3.5 Topic sentence: supporting details
    - ó 5.3.6 Unrelated sentences
    - ó 5.3.7 Listing
    - ó 5.3.8 Classification
    - 5.3.9 Chronological ordering
    - 5.3.10 Report Format: indentation, margin
    - 5.3.11 Letters/Envelopes: personal
  - 5.4 Writing Production
    - *ó 5.4.1 Sentence structures: complete grammatical
    - 5.4.2 Topic sentences
    - ó 5.4.3 Paragraphs
    - 5.4.4 Paragraphs: topic sentence, supporting sentences
    - 5.4.5 Topic outlines
    - ó 5.4.6 Business letters/ Messages
    - 5.4.7 Friendly letters
    - 5.4.8 Expository reports
    - ó 5.4.9 Proofreading
    - ó 5.4.10 Information/Forms
    - ó 5.4.11 Legibility

ENGLISH 7 STANDARD

6.0 Oral Composition

6.1 Consensus/Majority Rule
6.2 Elements of Presentation

7.0 Reference Skills

7.1 Dewey Decimal System
* 7.2 Card Catalog/Encyclopedia
7.3 Newspaper
7.4 Reference Books
#* 7.5 Dictionary Entry: Syllables, Abbreviations
#* 7.6 Dictionary Entry: Guide Words
ό* 7.7 Dictionary Entry: Context
#ό 7.8 Dictionary Entry: Phonetic Spelling
ό 7.9 Dictionary Entry: Alphabetical Order, Symbols, Diacritical Marks
ό 7.10 Table of Contents
ό 7.11 Indexes
ό 7.12 Maps: Directions
ό 7.13 Appropriate Sources

PERFORMANCE OBJECTIVES
ENGLISH 7 STANDARD

Assessment of individual needs in writing production, grammatical application, and reading skills and extensive instruction in these areas form the core of the Standard English 7 curriculum. This course provides a transition between the elementary and secondary school language arts programs. Specific differences in the types of textbooks, variety of schedules and instructional methods, and the size and accessibility of the media center are reflected in the course activities. Successful completion of this course is based on (1) student mastery of the performance objectives as judged by the teacher, and (2) a passing grade on the Minimum Level Skills Test.

Performance Objectives

1.0 Reading/Listening Comprehension

1.1 Given fictional or nonfictional selections, students will demonstrate literal comprehension by identifying:

#δ* (1) the main idea;

δ (2) facts and opinions;

#δ* (3) facts such as who, what, when, where, and how and details as they refer to the main idea;

δ* (4) the order of details in a passage;

δ (5) irrelevant and invalid statements;

δ (6) the stated causes and the stated effects in a passage;

δ (7) written directions to complete a task; and

δ (8) whether different selections have similar meanings.

---

* Indicates Minimum Level Skills
δ Indicates State Student Assessment Program
# Indicates Stanford Achievement Test

1.2 Given fictional or nonfictional selections, students will demonstrate inferential comprehension by identifying:

- #ó* (1) the main idea of a paragraph;
- ó (2) unstated facts and opinions;
- ó* (3) the order of events in a passage;
- ó (4) causes and effects in a paragraph;
- ó (5) feelings and emotions in a message;
- #ó (6) conclusions and predictions in a passage; and
- ó (7) whether different selections have similar meanings.

1.3 Students will skim and scan to locate needed material or information.

1.4 Given oral selections, students will apply listening comprehension skills:

- (1) by identifying literal and inferential meanings; and
- (2) by listing elements of sound that support meaning in poetry.

2.0 Vocabulary/Spelling

#ó 2.1 Students will identify meanings of derived words (companion forms) and use prefixes, suffixes, and root words in a given context.

2.2 Students will select meanings of metric system prefixes.

#ó 2.3 Students will select the correct meaning of specific words encountered in reference books, literature, content area texts, literal definitions, and contractions.

#ó* 2.4 Students will select the correct meaning of specific words using context clues.

2.5 Students will identify meanings of idiomatic expressions.

2.6 Students will identify words used in analagous relationships.

#* 2.7 Students will identify correct use of commonly confused words in a given context.

ó* 2.8 Students will select synonyms for specific words from a list of words.

ó 2.9 Students will identify antonyms for specific words from a list of words.

#* 2.10 Students will identify words containing an incorrect spelling of a sound and an error resulting from the incorrect addition of a morpheme (prefix, suffix, plural, tense change, contractions) to a base.

2.11 Students will identify the correctly spelled plurals of hyphenated words.

ó 2.12 Students will identify the correct spelling of days, months, numbers, and consumer and survival words.

ó 2.13 Students will associate words with their denotative and connotative definitions.

ó 2.14 Students will associate contractions with their component words in a given context.

ó 2.15 Students will associate appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.

ó* 2.16 Students will choose related or unrelated words from groups of words.

ó* 2.17 Students will choose headings for groups of related words.

3.0 Literature

3.1 Students will demonstrate knowledge of literary genres by identifying a:

ó (1) short story using an appropriate organizational pattern;

(2) play; and

(3) poem.

3.2 Given appropriate selections, students will demonstrate knowledge of the elements of literary genres by identifying:

- (1) setting as time, place, and general environment;
- (2) methods of characterization and motivation;
- (3) plot as the plan of a written selection;
- (4) conflict as a struggle between opposing forces; and
- (5) rhyme as an element of poetry.

4.0 Grammar

4.1 Students will demonstrate knowledge of grammatical functions by identifying:

- * (1) words used as common, proper, concrete, abstract, and collective nouns;
- ó (2) plural forms of nouns;
- #ó (3) possessives of nouns and pronouns in context;
- #* (4) words used as personal, indefinite, reflexive, relative, or compound pronouns;
- (5) adjectives;
- # (6) a and an as indefinite articles;
- (7) action, helping, and linking verbs;
- (8) adverbs;
- (9) prepositions and objects of prepositions; and
- (10) conjunctions.

4.2 Students will demonstrate knowledge of sentence parts by identifying:

- (1) adjective, adverb and prepositional phrases;
- * (2) direct objects;
- (3) indirect objects;
- * (4) simple subjects and predicates;
- * (5) complete subjects and predicates; and
- δ (6) compound subjects and predicates.

5.0 Written Composition

5.1 Students will demonstrate knowledge of standard usage by identifying:

- #δ (1) principal parts of regular and irregular verbs;
- #δ* (2) subject - verb agreement;
- δ (3) comparative and superlative forms of adjectives and adverbs; and
- #* (4) subject and direct object uses of pronoun case and order.

5.2 Students will demonstrate their knowledge of mechanics by identifying:

- # (1) conventional forms of capitalization;
- #* (2) capitalization of proper nouns and the first word in a sentence;
- #δ (3) capitalization of words in titles and abbreviations of proper nouns;
- δ* (4) conventional uses of end punctuation;

ó (5) periods for abbreviations and exclamation points;

(6) conventional uses of commas;

#* (7) commas in dates, addresses, and items in a series;

*#ó (8) commas in a direct address;

(9) apostrophes in possessives;

* (10) apostrophes in contractions;

(11) conventional uses of underlining and italics; and

(12) conventional uses of quotation marks.

5.3 Students will demonstrate knowledge of the structure, organization, and format of written composition by identifying:

(1) declarative, interrogative, exclamatory, and imperative sentence types;

(2) simple and compound sentences;

ó (3) a compound declarative sentence;

#* (4) complete sentences and fragments;

ó (5) details and statements to support topic sentences;

ó (6) unrelated sentences in groups of sentences;

ó (7) listing as an organizational tool;

ó (8) classification of topics and subtopics for outlines;

(9) chronological ordering of related events;

(10) standard format for indentation and margins in content area reports; and

(11) proper format for personal letters and envelopes.

5.4 Students will demonstrate synthesis of composition skills by writing:

*ό (1) grammatically correct sentences (no fragments or run-on sentences);

(2) topic sentences;

ό (3) paragraphs expressing ideas clearly;

(4) paragraphs consisting of a topic sentence and at least two supporting sentences;

(5) topic outlines;

ό (6) business letters and messages using commonly accepted format;

(7) friendly letters relating personal experiences;

(8) expository reports summarizing information from one source;

ό (9) revised sentences, correcting errors in mechanics, usage, and spelling;

ό (10) for the purpose of supplying necessary information and for completing common forms; and

ό (11) legibly.

6.0 Oral Composition

6.1 Students will describe consensus - majority rule.

6.2 Students will identify elements of presentation (organization, stance, eye contact, voice projection, gestures).

7.0 Reference Skills

7.1 Students will use the Dewey decimal system.

* 7.2 Students will use the card catalog and the encyclopedia as reference sources.

7.3 Students will use the newspaper as a reference source.

7.4 Students will identify the use of reference books such as almanacs, atlases, biographical dictionaries, and dictionaries.

* 7.5 Students will use a dictionary entry to identify the number of syllables in a word and interpret abbreviations used in the entry.

#* 7.6 Students will use guide words to find a dictionary entry.

ó* 7.7 Students will use a dictionary entry to choose the appropriate definition of a word in context.

ó# 7.8 Students will use a dictionary's phonetic respelling for word pronunciation.

ó 7.9 Students will use dictionary entries to identify words in correct alphabetical order, diacritical marks, and symbols such as v. for verb.

ó 7.10 Students will use a table of contents to identify the chapter most likely to contain information on a specific subject.

ó 7.11 Students will use an index to locate a sub-topic by page number.

ó 7.12 Students will use directions to locate a specific place on a map.

ó 7.13 Students will identify appropriate reference sources for "real world" needs (telephone book, newspaper, etc.)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ENGLISH 7 STANDARD

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
1.0	READING/ LISTENING COMPREHENSION					
1.1	Literal Comprehension					J. Bellafiore, English Language Arts Workbook (New York: Amsco School Publications, Inc., 1971), pp. 287-323. Egad! English, Lessons 1-4 (ITV).
#δ* 1)	Main idea			196-200I	103-108, 119-130	W. Rosch, et al., Pride in Language, Book One (New York, N. Y.: Random House, Inc., 1974), pp. 77-83.
δ 2)	Facts/ Opinions			64-68II, 96II	166-170	Communication Roadblocks (Film Library).
#δ* 3)	Facts/ Details			194-201I, 203-305I	105, 109-112, 162-164	
δ* 4)	Sequence			262-267I, 170II	113-118, 134-136, 143-145	Rosch, pp. 22-30.

* Indicates Minimum Level Skills
δ Indicates State Student Assessment Program
# Indicates Stanford Achievement Test

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
δ 5)	Reasoning			64-75II	171-172	*Critical Thinking: Making Sure of Facts* (Film Library).
δ 6)	Cause/ Effect			262-263I	137-139, 146-147	
δ 7)	Directions			25, 26, 58-77, 98, 121I	18, 39, 85, 136	Rosch, pp. 50-55. N. Schacter and J. K. Whelan, *Reading Improvement Activities, Book 2* (Austin, Tx.: Steck-Vaughn Company), pp. 45-87.
δ 8)	Comparison			262I, 178II		
1.2	Inferential Comprehension					Bellafiore, pp. 287-323. E. Daniel, et al., *America Reads: Projection in Literature* (Glenview, Ill.: Scott, Foresman and Company, 1974), pp. 526-527.
#δ* 1)	Main idea			200-205I	105, 109-112	
δ 2)	Facts/ Opinions			130-132I, 64-68II	79-90, 100-102, 165-182	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
ó* 3)	Sequence			262-267I	119-122, 134-146, 143-145	
ó 4)	Cause/ Effect			762-763I	137-139, 146-147	
ó 5)	Feelings/ Emotions			138-142I, 68-70II	173-175, 85-90, 181-182, 185-186	
#ó 6)	Conclusions/ Predictions			130-143I, 64-75II	179-202, 165-182	
ó 7)	Comparison			262I, 178II		
1.3	Skimming/ Scanning			194-207II	211-238	Bellafiore, pp. 288-289.
1.4	Listening Comprehension					Listening Between the Lines (Film Library). Rosch, pp. 10, 12, 42-49.
1)	Literal/ Inferential data					Bellafiore, pp. 264-266. Daniel, p. 370.
2)	Sound/ Meaning					Daniel, p. 370.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
2.0	VOCABULARY/ SPELLING					
#6 2.1	Prefixes/ Suffixes/ Roots	416-417, 432-435	75, 91, 113, 129	67-70I 33I, 88I, 97-98I, 160I, 180I, 287I	32-46, 73-74	Bellafiore, pp. 186-193. Daniel, pp. 41, 270, 509.
2.2	Metric System					See Appendix F - Metric System Terms. See Appendix G - Haydon Burns Film Library.
#6 2.3	Word Meanings	422-424, 228-230, 406-407, 410	143, 173	77I	70, 73-74	Daniel, pp. 53, 393.
#6* 2.4	Word Meanings: Context	407-416, 389-391		58-65I, 18I, 111I, 41II	9-25	Daniel, pp. 15, 39, 57, 89, 111, 335, 351, 462.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
# 2.5	Idioms			128-135II	183-194	American Spoken Here (Film Library). Daniel, pp. 399, 418, 430.
2.6	Analogies			260-261II	131-133	Egad! English: Lesson 5 (ITV).
#* 2.7	Commonly Confused Spelling Words: Homonyms	439-451	175			Bellafiore, pp. 180-182. Daniels, p. 215. W. Kottmeyer and A. Claus, Basic Goals in Spelling (Atlanta, Ga.: McGraw-Hill Book Company, 1976), pp. 56-76. Word Wise: Homonyms (Film Library).
δ* 2.8	Synonyms	391-392	127, 189			Bellafiore, pp. 182-184. Daniel, pp. 264, 351, 462. Rosch, pp. 59-62. Word Wise: Synonyms (Film Library).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
ó 2.9	Antonyms	391-392	151			Bellafiore, pp. 184-185. Rosch, pp. 62-63. Word Wise: Antonyms (Film Library).
#* 2.10	Commonly Misspelled Words	429-454, 419-421	17, 41, 59, 75, 91, 113, 129, 153, 191, 195	232I		Kottmeyer, pp. 2-166.
2.11	Plurals: Hyphenated Words	437-439				
ó 2.12	Days/Months/ Numbers/ Common Words	431, 438, 452-454	159, 161, 163			Daniel, p. 202. Kottmeyer, pp. 100-114. See Appendix A - Florida List for Assessment of Spelling. See Appendix B - Student Assessment Minimal List for Reading. See Appendix C - Consumer List.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
ó 2.13	Denotative/ Connotative Meanings	421-422		72-74II		Daniel, pp. 196, 451
ó 2.14	Contractions	228-231	195-198, 143			
ó 2.15	Inflected Words	170-175, 117-118, 139-142, 435-438, 226-227	131, 133, 155-156, 161-164			
ó* 2.16	Related/ Unrelated Words				104	
ó* 2.17	Related Headings	319-321			103	
3.0	LITERATURE					See Appendix G - Haydon Burns Film Library.
3.1	Genres					Bellafiore, pp. 367-375
ó 1)	Short story					Bellafiore, p. 370 *What's In a Story?* (Film Library).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
2)	Play					Bellafiore, pp. 370-371. Daniel, p. 298.
3)	Poem					Bellafiore, pp. 372-373. Daniel, p. 370, 55, 189, 363. What Is Poetry? (Film Library).
3.2	Elements					
1)	Setting					Daniel, pp. 533, 41, 67, 92, 105, 177, 191, 193, 195, 215, 264, 297, 335, 475, 486, 491, 499.
2)	Characterization					Daniel, pp. 516-517, 91, 105, 227, 256, 279, 509.
3)	Plot					Daniel, pp. 531, 128, 162, 187.
4)	Conflict					Characters In Conflict (Film Library). Daniel, pp. 518, 23, 32, 41, 52, 67, 92, 162, 196, 240, 297.
5)	Rhyme					Daniel, p. 370.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
		County Adopted				Supplementary
Number	Topic	Warriner's	English Workshop	Signal	Tactics	
4.0	GRAMMAR					
4.1	Parts of Speech					
* 1)	Nouns: common, proper, concrete, abstract, collective	35-40, 130	19, 33, 115-117			
δ 2)	Nouns: plural forms	227, 435-439	17, 131, 133-135, 197			Bellafiore, pp. 144-153.
#δ 3)	Possessives: nouns, pronouns		193, 196-197			
#* 4)	Pronouns: personal, indefinite, reflexive, relative, compound	40-43, 51-52, 127-129	21, 137, 177,179, 181, 197			
5)	Adjectives	45-52, 174, 187-188	23, 29, 33, 51, 63, 119, 153			

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
# 6)	Articles: indefinite	47	23			
7)	Verbs	54-61, 15, 139-156	5, 25, 45-49, 131, 155			
8)	Adverbs	62-69, 74-75, 174	27, 29, 51, 65			
9)	Prepositions/ Objects of prepositions	71-75, 84	31, 61			
10)	Conjunctions	76-77	9, 11, 78, 79, 145			
4.2	Sentence Parts					
1)	Phrases	73-74, 83-97	32, 61-68, 81-82			
* 2)	Direct objects	98-101, 106	47, 81			Bellafiore, pp. 11-13.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
* 3)	Indirect objects	101-104, 162				
* 4)	Simple subjects/ predicates	9-15				Bellafiore, p. 2.
* 5)	Complete subjects/ predicates	8-11, 13	7			Bellafiore, pp. 10-11.
ó 6)	Compound subjects/ predicates	21-26	9, 43, 145			Bellafiore, p. 9.
5.0	WRITTEN COMPOSITION					
5.1	Usage					
#ó 1)	Verbs: regular, irregular	138-147	155-167			Bellafiore, pp. 40-44.
#ó* 2)	Subject-verb agreement	117-137	131-137, 141-142, 145			Bellafiore, pp. 50-52.

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
δ 3)	Compara-tives/ Superla-tives: adjectives, adverbs	170-178				
#* 4)	Pronoun case/order: subjects, direct objects	157-169	177-186			Bellafiore, pp. 54-59.
5.2	Mechanics					
# 1)	Capitali-zation	187-194	115-121, 199			Bellafiore, pp. 166-171.
#* 2)	Capitali-zation: sentences/ proper nouns	181-187	115-121			
#δ 3)	Capitali-zation: titles, abbrevia-tions of proper nouns	189, 181-187	121			

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
ó* 4)	End punctuation	196-198	1-3, 103, 105, 199			Bellafiore, pp. 155-156. Stop that Period: Period that Period (Film Library).
ó 5)	End punctuation: periods for abbreviations, exclamation points		1-2, 103, 199			
# 6)	Commas	202-207, 210-212		269-271I	150-154	Bellafiore, pp. 157-159. Punctuation: Putting Commas Between (Film Library). Punctuation: Taking Commas Aside (Film Library).
#* 7)	Commas: dates, addresses, items in a series	198-202, 208-209	77-78, 83			
*#ó 8)	Commas: direct address	206				

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
9)	Apostrophes	226-232	193, 197			Bellafiore, pp. 161-163.
* 10)	Apostrophes: contractions	228-232	195-196			
11)	Underlining/ Italics	217-218				
12)	Quotation marks	218-226	199, 201-202		155-158	Bellafiore, pp. 159-161. Colon, Semicolon and Quotation Marks (Film Library).
5.3	Structure/ Organization/ Format					
1)	Sentence types	29-31	7, 141			Bellafiore, pp. 84-85.
2)	Sentence structure: simple, compound	26-29	11, 79			Bellafiore, pp. 85-90. Sentences: Simple, Compound, Complex (Film Library).
ó 3)	Sentence structure: compound, declarative	27, 30	11, 79			

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
#* 4)	Sentence structure: complete, fragments	239-247	97-98, 103-105			Effective Writing: Sentence Sense (Film Library)
ó 5)	Topic sentence: supporting details	294-296, 298, 300	214, 222, 225-227, 230, 233, 234, 238			Warriner, pp. 35-39.
ó 6)	Unrelated sentences	304-307				
ó 7)	Listing	318-319				
ó 8)	Classification	319-321				
9)	Chronological ordering	307-310				Bellafiore, p. 225.
10)	Report format: indentation, margin	269-270, 293				
11)	Letters/ Envelopes: personal	347-354	240-244			Bellafiore, pp. 194-200.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
5.4	Writing Production					
*δ 1)	Sentence structures: complete, grammatical	239-247	97-98, 103-105			*Effective Writing: Sentence Sense* (Film Library).
2)	Topic sentence	294-296	214, 222, 225-227, 230, 233, 234, 238			
δ 3)	Paragraph	294-313	213-235			*Effective Writing: The Paragraph Connection* (Film Library).
4)	Paragraph: topic sentence, supporting sentences	294-313	213-235			*Effective Writing: The Paragraph Connection* (Film Library)
5)	Topic outline	321-325	221-224			

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
ó 6)	Business letters/ messages	357-363, 352-354	245-247			Bellafiore, pp. 201-208, G. D. Napoli and E. Sherman, *Today Activity/Reference Book A-1* (Huntington, N. Y.: Instructional/Communications Technology Inc., 1977), pp. 1-6, 24-33. *Your Communication Skills: Reading* (Film Library).
7)	Friendly letters	347-354	240-244			Bellafiore, pp. 194-200.
8)	Expository reports	335-341				
ó 9)	Proofreading	272	237-239			Bellafiore, pp. 228-234.
ó 10)	Information/ Forms					G. D. Napoli, pp. 1-6, 24-33. *Your Communication Skills: Reading* (Film Library).
ó 11)	Legibility					

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
6.0	ORAL COMPOSITION					
6.1	Consensus/ majority rule					Refer to dictionary and/or encyclopedia, (rules of order).
6.2	Elements of presentation					Bellafiore, pp. 265-269, 273-277. Communication By Voice and Action (Film Library) Communicating Effectively (Film Library)
7.0	REFERENCE SKILLS					
7.1	Dewey Decimal System	369-371				
* 7.2	Card Catalog/ Encyclopedia	37-377				
7.3	Newspaper					See Appendix D - Journalistic Bibliography.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
7.4	Reference Books	375-383				
#* 7.5	Dictionary Entry: Syllables, Abbreviations	397-400	73, 89	72-74I, 256I, 124II	50-54	Dictionaries: Words and Language (Film Library)
#* 7.6	Dictionary Entry: Guide Words	388-389		75-76I	62-63	
o̍* 7.7	Dictionary Entry: Context	389-390		77I	67-69	Daniel, pp. 91, 335.
#o̍ 7.8	Dictionary Entry: Phonetic Spelling	401-403		70-71I,59II	47-60, 71-72, 75-76	Kottmeyer, pp. 2-19.
o̍ 7.9	Dictionary Entry: Alphabetical Order, Symbols, Diacritical Marks	385-388, 400-401		74-77I	64-66, 77-79	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
ó 7.10	Tables of Contents	376				
ó 7.11	Indexes	376				
ó 7.12	Maps: Directions					DiNapoli, pp. 34-37, 48-50.
ó 7.13	Appropriate Sources	335-337				DiNapoli, pp. 7-23, 38-47.

INTRODUCTION
ENGLISH 8 STANDARD

State Accreditator Number	5112
Course Code Number	1006
F.T.E. Category	1.00
Instructional Level	Standard

Report Card Abbreviation	Std English 8
Length of Course	Year
Credit	1 English Credit
Grade Level	8

Prerequisites

English 7, Minimum Level Skills Test,
Grade 7

Textbook(s)

Greiffenberg, F., English Workshop: Second Course (New York: Harcourt Brace Jovanovich, 1977).

Niles, O., et al., Reading Tactics B (Glenview, Illinois: Scott, Foresman and Company, 1977).

Niles, O., et al., Signal Series: Image (Glenview, Illinois: Scott, Foresman and Company, 1977).

Supplementary Textbook(s)

Warriner, J. E., Composition: Models and Exercises, Second Course (New York: Harcourt Brace Jovanovich, 1977).

Notes To Teachers

The outline and performance objectives for English 8 Standard are intended as guidelines for course material although they are not in order of priority. Several areas will be integrated into teaching units rather than being taught separately.

Since the course curriculum is integrated, symbols indicating Minimum Level Skills and Stanford Achievement Test objectives and State Student Assessment standards are indicated throughout the outline, performance objectives, and keys to materials. For exact wording of individual State Student Assessment Test skills, please refer to the course guide appendix. To ensure test readiness, keyed items should be covered prior to testing.

ENGLISH 8 STANDARD

1.0 Reading/Listening Comprehension

1.1 Literal Comprehension
δ* 1.1.1 Main idea
δ 1.1.2 Facts/Opinions
#δ* 1.1.3 Facts/Details
δ 1.1.4 Sequence
δ 1.1.5 Reasoning
δ* 1.1.6 Cause/Effect
δ 1.1.7 Directions
δ 1.1.8 Comparisons
1.2 Inferential Comprehension
#δ* 1.2.1 Main idea
δ 1.2.2 Facts/Opinions
δ 1.2.3 Sequence
δ* 1.2.4 Cause/Effect
δ 1.2.5 Feelings/Emotions
#δ* 1.2.6 Conclusions/Predictions
δ 1.2.7 Comparisons
1.3 Reading Rate/Purpose
1.4 Listening Comprehension
1.4.1 Data: literal, inferential
1.4.2 Sound/Meaning

2.0 Vocabulary/Spelling

#δ* 2.1 Prefixes/Suffixes/Roots
2.2 Metric System Terms
#δ 2.3 Word Meaning
#δ* 2.4 Word Meaning: Context Clues
2.5 Analogies
δ 2.6 Antonyms
δ#* 2.7 Synonyms
2.8 Idioms
#* 2.9 Commonly Misspelled Words
δ 2.10 Days/Months/Numbers
2.11 Plurals: Hyphenated Words
2.12 Commonly Confused Spelling Words: Homonyms
δ 2.13 Denotative/Connotative Meanings
δ 2.14 Contractions
δ 2.15 Inflected Words
δ 2.16 Related/Unrelated Words
δ 2.17 Related Headings

3.0 Literature

3.1 Genres
δ 3.1.1 Short story
3.1.2 Novel
3.1.3 Play
3.1.4 Poem
3.1.5 Myth
3.2 Elements
3.2.1 Setting
3.2.2 Plot
3.2.3 Conflict
3.2.4 Points of view
3.2.5 Characterization
3.2.6 Foreshadowing
3.2.7 Irony
3.2.8 Figurative language: simile, metaphor, hyperbole
3.2.9 Rhythm/Rhyme: poetry

4.0 Grammar

4.1 Parts of Speech
4.1.1 Nouns
δ 4.1.2 Nouns: plurals, possessives
4.1.3 Pronouns
#δ 4.1.4 Pronouns: possessives
* 4.1.5 Adjectives
# 4.1.6 Adjectives: indefinite articles
4.1.7 Verbs
4.1.8 Adverbs
* 4.1.9 Prepositions
4.1.10 Conjunctions
4.2 Sentence Parts
4.2.1 Complements
* 4.2.2 Prepositions: phrases, objects
4.2.3 Simple subjects/Predicates
4.2.4 Complete subjects/Predicates

* Indicates Minimum Level Skills
δ Indicates State Student Assessment Program
# Indicates Stanford Achievement Test

ENGLISH 8 STANDARD

δ*	4.2.5	Compound subjects/ Predicates
	4.2.6	Clauses/Phrases
	5.0	Written Composition
	5.1	Usage
δ*	5.1.1	Adjectives: comparatives, superlatives
δ	5.1.2	Adverbs: comparatives, superlatives
#δ*	5.1.3	Subject-verb agreement
#δ*	5.1.4	Verbs: irregular, regular
	5.1.5	Pronoun case
#*	5.1.6	Pronoun case: prepositional phrases
	5.1.7	Pronoun-antecedent agreement
	5.1.8	Dangling modifiers
*	5.1.9	Double negatives
	5.2	Mechanics
#	5.2.1	Capitalization
#δ*	5.2.2	Capitalization: titles, abbreviations for proper nouns
#	5.2.3	Commas
#δ*	5.2.4	Commas: series, direct addresses
*	5.2.5	End punctuation
δ	5.2.6	End punctuation: exclamation points
*	5.2.7	Apostrophes
	5.2.8	Quotation marks
	5.2.9	Parentheses
	5.2.10	Semicolons
	5.2.11	Hyphens

	5.3	Structure/Organization/ Format
	5.3.1	Sentence types
	5.3.2	Sentence structures
δ	5.3.3	Sentence structures: compound, declarative
#	5.3.4	Sentence structures: complete, run-ons, fragments
*	5.3.5	Topic sentences
δ	5.3.6	Details to support topic sentences
δ*	5.3.7	Unrelated statements
δ	5.3.8	Listing
δ	5.3.9	Headings
	5.3.10	Chronological ordering
	5.3.11	Report format: indentation, margin
	5.4	Writing Production
δ	5.4.1	Sentence structures: complete, grammatical
	5.4.2	Topic sentences
δ	5.4.3	Paragraphs
*	5.4.4	Paragraphs: topic sentence
	5.4.5	Topic outline
	5.4.6	Paragraph: descriptive
	5.4.7	Letters of request
δ	5.4.8	Business letters/ messages
	5.4.9	Expository writing
δ	5.4.10	Proofreading/ Revising
δ	5.4.11	Information/Forms
δ	5.4.12	Legibility
	6.0	Oral Composition
	6.1	Parliamentary Procedure
	6.2	Elements of Presentation

ENGLISH 8 STANDARD

7.0 Reference Sources

- 7.1 Card Catalog
- 7.2 Dewey Decimal / _Readers' Guide_
- 7.3 Reference Books
- o̍* 7.4 Dictionaries: Definitions in Context
- #o̍ 7.5 Dictionaries: Phonetic Respelling
- o̍ 7.6 Dictionaries: Alphabetical Order, Symbols, Guide Words, Diacritical Marks
- o̍* 7.7 Table of Contents
- o̍* 7.8 Indexes
- o̍ 7.9 Maps: Directions
- o̍ 7.10 Appropriate Sources

PERFORMANCE OBJECTIVES
ENGLISH 8 STANDARD

English 8 Standard emphasizes maintaining and refining writing production, grammatical application, and reading skills. Activities introducing forms and elements of literature, oral language, and reference materials are designed to provide reading, listening, and writing experiences. Successful completion of this course is based on (1) student mastery of the performance objectives at the indicated level as judged by the teacher and (2) a passing grade on the Minimum Level Skills Test, Grade 8.

Performance Objectives

1.0 Reading/Listening Comprehension

1.1 Given fictional and/or nonfictional selections students will demonstrate understanding of literal comprehension by identifying:

ό* (1) the main idea as stated in a paragraph;

ό (2) the difference between facts and opinions;

#ό* (3) facts such as who, what, when, where, why, and how, and details as they refer to the main idea;

ό (4) the order of details in a passage;

ό (5) irrelevant and invalid statements;

ό* (6) the stated cause and stated effect of an event or an action;

ό (7) correctly written directions to complete a task; and

ό (8) whether different selections have similar meanings.

---

* Indicates Minimum Level Skill
ό Indicates State Student Achievement Program
# Indicates Stanford Achievement Test

1.2 Given fictional or nonfictional selections students will demonstrate understanding of inferential comprehension by identifying:

- #δ* (1) the main idea;
- δ (2) unstated facts and opinions;
- δ (3) the order of events in a passage;
- δ* (4) causes and effects in a paragraph;
- δ (5) feelings and emotions of a message;
- #δ* (6) conclusions and predictions that can be drawn from a passage; and
- δ (7) whether different selections have similar meanings.

1.3 Students will identify appropriate reading speeds for content and purpose of given selections.

1.4 Given oral selections students will apply listening comprehension techniques:

- (1) by identifying literal and inferential data; and
- (2) by listing elements of sound that support the meaning of a poem.

2.0 Vocabulary/Spelling

#δ* 2.1 Students will identify the meanings of derived words, prefixes, suffixes, and root words in a given context.

2.2 Students will select meanings of metric system prefixes and terms.

#δ 2.3 Students will select correct meaning of specific words encountered in literature, reference books, content area text, literal definitions, and contractions.

#δ* 2.4 Students will determine word meaning using context clues.

2.5 Students will identify analogous relationships.

ó 2.6 Students will identify antonyms for given words.

ó#* 2.7 Students will identify synonyms for given words.

# 2.8 Students will identify meanings of idiomatic expressions.

#* 2.9 Students will identify words containing errors resulting from the incorrect spelling of a sound or the incorrect addition of a morpheme to the base word (morphemic additions: prefixes, suffixes, plurals, tense changes, contractions).

ó 2.10 Students will correctly spell days of the week, months, numbers, and terms selected from a list of words that are commonly misspelled.

2.11 Students will identify examples of correctly spelled plurals of hyphenated words.

# 2.12 Students will identify correct spellings of commonly confused words in a given context.

ó 2.13 Students will associate words with their denotative and connotative meanings.

ó 2.14 Students will associate contractions with their component words in a given context.

ó 2.15 Students will associate appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.

ó 2.16 Students will choose related or unrelated words from groups of words.

ó 2.17 Students will choose headings for groups of related words.

3.0 Literature

3.1 Students will demonstrate knowledge of literary genres by identifying:

- ó (1) the organizational pattern of a short story;
- (2) novel;
- (3) play;
- (4) poem; and
- (5) myth.

3.2 Students will demonstrate knowledge of the elements of literary genres by identifying:

(1) setting as time, place, and general environment;

(2) plot as the plan of a written selection (including conflict, details, patterns of events, climax, and conclusion);

(3) conflict as a struggle between opposing forces;

(4) point of view as it relates to the short story, novel, or play;

(5) methods of characterization;

(6) foreshadowing relative to the short story, novel, or play;

(7) situational or verbal irony as it occurs in selections from short stories, novels, plays, and poetry;

(8) figurative language (similes, metaphors, hyperboles) as it occurs in literature, particularly in poetry; and

(9) common rhythmical patterns and rhyme schemes as they occur in poetry.

4.0 Grammar

4.1 Students will demonstrate knowledge of grammatical functions by identifying:

(1) nouns;

δ (2) plural and possessive forms of nouns in context;

# (3) pronouns;

#δ (4) possessive forms of pronouns in context;

* (5) adjectives;

# (6) indefinite articles (a, an);

(7) action, linking, and helping verbs;

(8) adverbs;

* (9) prepositions; and

(10) conjunctions.

4.2 Students will demonstrate knowledge of sentence parts by identifying:

(1) complements;

* (2) objects of prepositions as used in prepositional phrases;

(3) simple subjects and predicates;

(4) complete subjects and predicates;

δ* (5) compound subjects and predicates as they occur in sentences; and

(6) clauses and phrases.

5.0 Written Composition

5.1 Students will demonstrate knowledge of standard grammatical usage by identifying:

δ* (1) comparative and superlative forms of adjectives;

δ (2) comparative and superlative forms of adverbs;

#δ* (3) subject-verb agreement;

δ#* (4) principal parts of irregular and regular verbs;

(5) nominative and objective case of pronouns;

#* (6) proper pronoun cases in prepositional phrases;

(7) pronoun-antecedent agreement;

(8) dangling modifiers; and

* (9) double negatives.

5.2 Students will demonstrate knowledge of mechanics by identifying:

(1) capitalization;

#δ* (2) capitalization in titles and abbreviations for proper nouns;

(3) commas;

#δ* (4) commas in a series and in direct addresses;

* (5) end punctuation;

δ (6) exclamation points as end punctuation;

* (7) apostrophes in contractions and in singular possessives;

(8) quotation marks;

(9) parentheses;

(10) semicolons; and

(11) hyphens.

5.3 Students will demonstrate knowledge of the structure, organization, and format of written composition by identifying:

(1) declarative, interrogative, imperative, and exclamatory sentence types;

(2) simple, complex, and compound sentence structures;

δ (3) compound declarative sentences using appropriate word order;

(4) complete sentences with no fragments or run-ons;

* (5) topic sentences for groups of related sentences;

δ (6) details and statements to support topic sentences;

δ* (7) unrelated sentences in groups of sentences to organize information into logical classifications;

δ (8) listing as an organizational tool;

δ (9) headings for groups of similar words or subjects;

(10) chronological ordering; and

(11) standard format for indentation and margins in content area reports.

5.4 Students will demonstrate synthesis of composition skills by writing:

ó (1) grammatically correct sentences (no fragments or run-on sentences);

(2) topic sentences;

ó (3) paragraphs expressing ideas clearly;

* (4) paragraphs consisting of a topic sentence and at least two supporting sentences;

(5) topic outlines;

(6) descriptive paragraphs focusing on one element (color, sound, etc.);

(7) letters of request;

ó (8) business letters and messages using commonly accepted format;

(9) short expository reports summarizing information from two or more sources;

ó (10) revised sentences and paragraphs, correcting errors in mechanics, usage, and spelling;

ó (11) for the purpose of supplying necessary information, and for completing common forms; and

ó (12) legibly.

6.0 Oral Composition

6.1 Students will identify the rules involved in parliamentary procedure.

6.2 Students will identify elements of presentation (organization, stance, eye contact, voice projection, gestures).

7.0 Reference Sources

7.1 Students will demonstrate knowledge of reference skills by using the contents of card catalog entries.

7.2 Students will use the Dewey decimal system and Readers' Guide

7.3 Students will use common types of reference books (encyclopedias, atlases, almanacs, biographicals).

δ* 7.4 Students will use a dictionary entry to select a word use in specific context.

#δ 7.5 Students will use a dictionary's phonetic respelling for word pronunciation.

δ 7.6 Students will use alphabetical order, guide words, diacritical marks, and symbols to locate entries in a dictionary.

δ* 7.7 Students will use a table of contents to identify the chapter most likely to contain information on a specific subject.

δ* 7.8 Students will use an index to locate a sub-topic by page number.

δ 7.9 Students will use directions to locate a specific place on a map.

δ 7.10 Students will use appropriate sources for "real world" needs (telephone book, newspaper, etc.)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

ENGLISH 8 STANDARD

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
1.0	READING/ LISTENING COMPREHENSION					
1.1	Literal Comprehension					J. Bellafiore, English Language Arts Workbook (New York: Amsco School Publications, Inc., 1971), pp. 287-323.
δ* 1)	Main idea			210-216II, 223I, 57I	105-109, 114-122	W. Rosch, et al., Pride in Language Book 2 (New York: Random House, 1974), pp. 64-77.
δ 2)	Facts/ Opinions		111-112	60-64II, 123II	160-163	Communication Roadblocks (Film Library). Rosch, pp. 30-35.
#δ* 3)	Facts/ Details			220-231I	123-127	Rosch, pp. 65-77.
δ 4)	Sequence			264-269I	134-136	
δ 5)	Reasoning			60-64II	164-165	Critical Thinking: Making Sure of Facts (Film Library).

* Indicates Minimum Level Skills
δ Indicates State Student Assessment Program
# Indicates Stanford Achievement Test

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
δ* 6)	Cause/ Effect			258-263I	136-138	
δ 7)	Directions					N. Schacter and J. Whelan, *Reading Improvement Activities Book 2* (Austin, Texas: Steck-Vaughn Company, 1976), pp. 45-87.
δ 8)	Comparisons			99-101, 121II	139-140	
1.2	Inferential Comprehension			142-157I	77-104	Bellafiore, pp. 287-323. E. Daniel, et al., *America Reads: Counterpoint in Literature* (Glenview, Illinois: Scott, Foresman and Company, 1974), p. 550.
#δ* 1)	Main idea			217-220I, 223-257I	110-113, 114-122	
δ 2)	Facts/ Opinions		111-112	60-64II, 143-155I	160-163, 77-104	Rosch, pp. 30-55.
δ 3)	Sequence			264-269I	134-136	

KEY TO RECOMMENDED INSTR IONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
δ* 4)	Cause/ Effect			258-263I	136-138	
δ 5)	Feelings/ Emotions			64-67II	77-103	
#δ* 6)	Conclusions/ Predictions			144-157I		
δ 7)	Comparisons			99-101II, 121II	139-140	
1.3	Reading Rate/ Purpose			208-219II	209-245	Bellafiore, pp. 288-289.
1.4	Listening Comprehension					Listening Between the Lines (Film Library).
1)	Data: literal, inferential					Bellafiore, pp. 264-265.
2)	Sound/ Meaning					Daniel, pp. 560-561, 245, 256-257.

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
2.0	VOCABULARY/ SPELLING					Bellafiore, pp. 110-134, 172-193. See Appendix A - Florida List for Assessment of Spelling.
#6* 2.1	Prefixes/ Suffixes/ Roots	487-493	83-84, 105-106	73-771	30-41	Bellafiore, pp. 186-193. W. Kottmeyer and W. Claus, Basic Goals in Spelling (Atlanta: Webster Division, McGraw-Hill Book Co., 1976), pp. 2-24, 150-159.
2.2	Metric System Terms					See Appendix F - Metric System Terms. See Appendix G - Haydon Burns Film Library.
#6 2.3	Word Meaning	265-267, 484-485, 500-507			9-24, 66-68	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
		County Adopted				Supplementary
Number	Topic	Warriner's	English Workshop	Signal	Tactics	
#δ* 2.4	Word Meaning: Context Clues	480-483	21-22	66-72I	9-24, 69-71	Daniel, p. 37.
2.5	Analogies			258-259I	131	R. Boning, Supportive Reading Skills: Recognizing Word Relationships Intermediate (New York: Barnell Loft, Dexter and Westbrook, Ltd., 1976).
δ 2.6	Antonyms	499-500	145-146			Bellafiore, pp. 184-185. Word Wise: Antonyms (Film Library).
δ#* 2.7	Synonyms	450, 498-499	145-146			Bellafiore, pp. 182-184. Daniel, pp. 160, 233. Word Wise: Synonyms (Film Library).
# 2.8	Idioms					American Spoken Here (Film Library). Daniel, p. 385.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
#* 2.9	Commonly Misspelled Words	512-533	85-86, 107-108, 131-132, 147-148			Bellafiore, pp. 123-125.
ó 2.10	Days/ Months/ Numbers	530-533				Kottmeyer, pp. 160-165. Schacter, Book 1, p. 71. See Appendix B - Florida List for Reading Words. See Appendix C - Florida Consumer Word List.
2.11	Plurals: Hypenated Words	517-518				
# 2.12	Commonly Confused Spelling Words: Homonyms	518-530	185-186, 205-206			Bellafiore, pp. 180-182. Daniel, p. 193. Word Wise: Homonyms (Film Library).
ó 2.13	Denotative/ Connotative Meanings				166-168	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
ó 2.14	Contractions	265-267	97-98			
ó 2.15	Inflected Words	514-517, 194-196, 162-163				
ó 2.16	Related/ Unrelated Words				131-133	
ó 2.17	Related Headings	381-384			141	
3.0	LITERATURE					
3.1	Genres		233-234		105-128	
ó 1)	Short story					See Appendix G - Haydon Burns Film Library. Bellafiore, pp. 367-375. Bellafiore, p. 370. Daniel, pp. 354-415, 553-558. What's In a Story? (Film Library).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Rescurces				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
2)	Novel					Bellafiore, pp. 369-370.
3)	Play					Bellafiore, pp. 370-371.
4)	Poem					Bellafiore, pp. 372-373. Daniel, pp. 236-284. *What Is Poetry?* (Film Library).
5)	Myth					Daniel, pp. 418-465.
3.2	Elements					
1)	Setting					Daniel, pp. 354, 564.
2)	Plot					Daniel, pp. 553-558.
3)	Conflict					Daniel, pp. 553-558.
4)	Points of view					Daniel, pp. 558-560.
5)	Characterization					Daniel, pp. 537-538.
6)	Foreshadowing					Daniel, pp. 547-548.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
7)	Irony					Daniel, pp. 551-552.
8)	Figurative language: simile, metaphor, hyperbole			124-131II	177-192	Daniel, pp. 543-544.
9)	Rhythm/ Rhyme: poetry					Daniel, pp. 560-561, 256-257.
4.0	GRAMMAR					
4.1	Parts of Speech					
1)	Nouns	28-33	1-2			
ó 2)	Nouns: plurals, possessives	514-517, 262, 267	95, 167-168			Bellafiore, pp. 144-153.
# 3)	Pronouns	33-37, 179-188, 145-146	3-4		153-155	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
#ó 4)	Pronouns: possessives	34, 263	95-96			
* 5)	Adjectives	37-44	5-6			
# 6)	Adjectives: indefinite articles	38				
7)	Verbs	48-57	7-10			
8)	Adverbs	57-64	11-12			
* 9)	Prepositions	64-68	13			
10)	Conjunctions	68-71	17, 73-74			
4.2	Sentence Parts					
1)	Complements	109-125	29-34			Bellafiore, pp. 11-13.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
* 2)	Prepositions: phrases, objects	76-86 185-188	13-16 155-156			
3)	Simple subjects/ predicates	7-14	27-28			Bellafiore, p. 2.
4)	Complete subjects/ predicates	7-14	27-28			Bellafiore, pp. 10-11.
6* 5)	Compound subjects/ predicates	15-20	39-40			Bellafiore, p.9.
6)	Clauses/ phrases	93-108, 76-92	51-66, 117-118			Bellafiore, pp. 13-17.
5.0	WRITTEN COMPOSITION					
5.1	Usage					
6* 1)	Adjectives: comparatives, superlatives	191-196				

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
ó 2)	Adverbs: comparatives, superlatives	191-196				
#ó* 3)	Subject-verb agreement	141-157	169-170			Bellafiore, pp. 50-52.
#ó* 4)	Verbs: irregular, regular	160-178	187-200			Bellafiore, pp. 40-44.
5)	Pronoun case	179-180	151-158			
#* 6)	Pronoun case: prepositional phrases	185-188	155-160			Bellafiore, pp. 54-59.
7)	Pronoun - antecedent agreement	33			156-158	
8)	Dangling modifiers	198-204				

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
* 9)	Double negatives	196-198				
5.2	Mechanics					
# 1)	Capitalization	207-223	133-142			Bellafiore, pp. 166-171.
#ó* 2)	Capitalization: titles, abbreviations for proper nouns	209-212	133-140			
# 3)	Commas	226-242	89-94		146-148	Bellafiore, pp. 157-159. *Punctuation: Taking Commas Aside* (Film Library). *Putting Commas Between* (Film Library).
#ó* 4)	Commas: series, direct address	226-229, 239	89-91			

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
* 5)	End punctuation	224-226	87-88		145	Bellafiore, pp. 155-156. Stop That Period (Film Library).
o 6)	End punctuation: exclamation points	224-225	87-88			
* 7)	Apostrophes	262-268	95-98			Bellafiore, pp. 161-163.
8)	Quotation marks	254-262			150-152	Bellafiore, pp. 159-161. Colon, Semicolon and Quotation Marks (Film Library).
9)	Parentheses				148-149	
10)	Semicolons	248-252			146-147	Bellafiore, pp. 163-164. Colon, Semicolon and Quotation Marks (Film Library).
11)	Hyphens	268-271			148-149	
5.3	Structure/ Organization/Format					

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
1)	Sentence types	20-22				Bellafiore, pp. 84-85.
2)	Sentence structures	126-138	25, 41-44			Bellafiore, pp. 85-90.
ó 3)	Sentence structures: compound declarative	128-131, 20	41-42			
# 4)	Sentence structures: complete, run-ons, fragments	275-292	113-124			Effective Writing: Sentence Sense (Film Library).
* 5)	Topic sentences	350-352, 357-365	211-214			
ó 6)	Details to support topic sentences	357-365	215-216		123-127	Rosch, pp. 89-92.
ó* 7)	Unrelated statements	365-368			131-144	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
ó 8)	Listing	379-381			141-142	
ó 9)	Headings	381-384	221-222			
10)	Chronological ordering	368-369			134	Bellafiore, p. 25.
11)	Report format: indentation, margin	317-318				
5.4	Writing Production					
ó 1)	Sentence structures: complete, grammatical	275-292				Effective Writing: Sentence Sense (Film Library).
2)	Topic sentences	350-352, 357-365	211-214			Warriner, pp. 31-35.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
ó 3)	Paragraphs	349-374	211-222			Effective Writing: The Paragraph Connection (Film Library). Warriner, pp. 36-54.
* 4)	Paragraphs: topic sentence	349-374	211-222			Warriner, pp. 36-54.
5)	Topic outline	384-387	223-224			
6)	Paragraph: descriptive	339-347, 349-374	81-99			
7)	Letters of request	434-435	245-246			
ó 8)	Business letters/ Messages	426-436	243-246			Bellafiore, pp. 201-208. Your Communication Skills: Reading (Film Library).
9)	Expository writing	375-394	223-224			Warriner, pp. 133-156.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
ó 10)	Proof-reading/ Revising	393-394	227-228			
ó 11)	Information/ Forms					G. DiNapoli and E. Sherman, Today Activity/Reference Book A-1 (Huntington, N.Y.: Instructional Communications Technology, Inc., 1977), pp. 7-23, 38-47. Your Communication Skills: Reading (Film Library).
ó 12)	Legibility					
6.0	ORAL COMPOSITION					
6.1	Parliamentary Procedure					Bellafiore, pp. 276-278. How To Conduct a Meeting (Film Library).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
6.2	Elements of Presentation					Bellafiore, pp. 265-269, 273-277. Communicating Effectively (Film Library). Communication By Voice and Diction (Film Library).
7.0	REFERENCE SOURCES					
7.1	Card Catalog	466-468				
7.2	Dewey Decimal/ Readers' Guide	463-468, 474-477				
7.3	Reference Books	469-477				
6* 7.4	Dictionaries: Definitions in Context	444-447			57-76	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
#ό 7.5	Dictionaries: Phonetic Respelling	458-462			46-56 64-66	Kottmeyer, pp. 166-167.
ό 7.6	Dictionaries: Alphabetical Order, Symbols, Guide Words, Diacritical Marks				57-76	Bellafiore, pp. 352-354.
ό* 7.7	Table of Contents					
ό* 7.8	Indexes	470				
ό 7.9	Maps: Directions					DiNapoli, pp. 34-37, 48-50.
ό 7.10	Appropriate Sources	469-474				DiNapoli, pp. 7-23, 38-47.

INTRODUCTION
ENGLISH 9 STANDARD

State Accreditator Number. .	5113
Course Code Number	1015
F.T.E. Category.	1.00
Instructional Level.	Standard
Report Card Abbreviation . .	Std English 9
Length of Course	Year
Credit	1 English Credit
Grade Level.	9

Prerequisites

English 8; Minimum Level Skills Test, Grade 8

Textbook(s)

Niles, O., et al., Reading Tactics C (Glenview, Illinois: Scott, Foresman and Company, 1977).

Niles, O., et al., Signal Series: Gallery (Glenview, Illinois: Scott, Foresman and Company, 1977).

Warriner, J. E., English Grammar and Composition: Third Course (New York: Harcourt Brace Jovanovich, 1977).

Warriner, J. E., English Workshop: Third Course (New York: Harcourt Brace Jovanovich, 1977).

Supplementary Textbook(s)

Warriner, J. E., Composition: Models and Exercises, Third Course (New York: Harcourt Brace Jovanovich, 1977).

Notes To Teachers

The outline and performance objectives for English 9 Standard are intended as guidelines for course material although they are not in order of priority. Several areas will be integrated into teaching units rather than being taught separately.

Since the course curriculum is integrated, symbols indicating Minimum Level Skills and Stanford Achievement Test objectives are indicated throughout the outline, performance objectives, and keys to materials. To ensure test readiness, keyed items should be covered prior to testing.

ENGLISH 9 STANDARD

- 1.0 Reading/Listening Comprehension
  - 1.1 Literal Comprehension
    - #* 1.1.1 Main idea
    - #* 1.1.2 Facts/Details
    - * 1.1.3 Facts/Opinions
    - * 1.1.4 Cause/Effect
    - 1.1.5 Comparison/Contrast
    - 1.1.6 Sequences
    - 1.1.7 Conclusions
  - 1.2 Inferential Comprehension
    - #* 1.2.1 Main idea
    - # 1.2.2 Predictions/Conclusions
    - 1.2.3 Fantasy
    - 1.2.4 Mood/Feelings
    - * 1.2.5 Facts/Opinions
    - 1.2.6 Comparison/Contrast
    - 1.2.7 Sequence
  - 1.3 Reading Rate/Purpose
- 2.0 Vocabulary/Spelling
  - # 2.1 Prefixes/Suffixes/Roots
  - 2.2 Foreign Loan Words
  - 2.3 Metric System Terms
  - # 2.4 Word Meaning
  - *# 2.5 Word Meaning: Context Clues
  - 2.6 Analogies
  - 2.7 Synonyms
  - * 2.8 Antonyms
  - * 2.9 Commonly Misspelled Words
  - 2.10 Plurals of Hyphenated Words
  - 2.11 Commonly Confused Spelling Words
  - 2.12 Denotation/Connotation
- 3.0 Literature
  - 3.1 Genres
    - 3.1.1 Short story
    - 3.1.2 Novel
    - 3.1.3 Play
    - 3.1.4 Poem
    - 3.1.5 Essay
  - 3.2 Elements
    - 3.2.1 Plot
    - 3.2.2 Setting
    - 3.2.3 Points of view
    - 3.2.4 Characterization
    - 3.2.5 Tone
    - 3.2.6 Foreshadowing
    - 3.2.7 Satire
    - 3.2.8 Irony
    - 3.2.9 Symbolism
    - 3.2.10 Figurative Language
    - 3.2.11 Rhythm/Repetition
  - 3.3 Relation of Literature to History/Culture
- 4.0 Grammar
  - * 4.1 Parts of Speech: Adverbs
  - 4.2 Sentence Parts
    - * 4.2.1 Subject complements
    - 4.2.2 Objects
    - 4.2.3 Phrases
    - 4.2.4 Clauses
- 5.0 Written Composition
  - 5.1 Usage
    - * 5.1.1 Subject-verb agreement
    - * 5.1.2 Pronoun case
    - 5.1.3 Pronoun-antecedent agreement
    - * 5.1.4 Adjectives/Adverbs: comparatives, superlatives
    - 5.1.5 Verbs: irregular, regular
    - 5.1.6 Double negatives
    - 5.1.7 Dangling modifiers
    - 5.1.8 Parallel construction

* Indicates Minimum Level Skills
δ Indicates State Student Assessment Program
# Indicates Stanford Achievement Test

ENGLISH 9 STANDARD

- 5.2 Mechanics
  - * 5.2.1 Capitalization: nouns, adjectives
  - 5.2.2 Commas
  - * 5.2.3 Commas: compound sentences
  - * 5.2.4 Commas: parenthetical expressions
  - 5.2.5 Parentheses
  - 5.2.6 Colon/Semicolon
  - 5.2.7 Underlining/Italics
  - * 5.2.8 Underlining titles
  - * 5.2.9 Quotation marks: titles
  - 5.2.10 Apostrophes
  - * 5.2.11 Apostrophes: singular possessives
- 5.3 Structure/Organization/Format
  - 5.3.1 Sentence types
  - * 5.3.2 Sentence structures
  - 5.3.3 Sentence structures: complete, fragments
  - * 5.3.4 Sentence structures: run-ons
  - 5.3.5 Outlining
  - * 5.3.6 Subtopics
- 5.4 Writing Production
  - 5.4.1 Sentence structures: complete, run-ons, fragments
  - 5.4.2 Topic sentences
  - 5.4.3 Topic outlines
  - * 5.4.4 Paragraphs
  - 5.4.5 Paragraphs: expository
  - 5.4.6 Paragraphs: descriptive
  - 5.4.7 Paragraphs: point of view
  - 5.4.8 Transition: between sentences
  - 5.4.9 Organization
  - 5.4.10 Compositions
  - 5.4.11 Creative writing
  - 5.4.12 Reports
  - 5.4.13 Critical reviews
  - 5.4.14 Letters
  - 5.4.15 Proofreading/Revising

- 6.0 Oral Composition
  - 6.1 Parliamentary Procedure
  - 6.2 Elements of Presentation

- 7.0 Reference Sources
  - 7.1 Card Catalog/Readers' Guide
  - 7.2 Reference Books
  - 7.3 Appropriate Sources
  - 7.4 Appendixes/Indexes/Footnotes
  - 7.5 Dictionaries
  - * 7.6 Dictionaries: Definitions in Context

PERFORMANCE OBJECTIVES
ENGLISH 9 STANDARD

English 9 Standard serves to develop skills in the use of oral and written language through critical thinking and reading. Emphasis is placed on the structure and meaning of words, sentences, and paragraphs. Listening comprehension for both literal and inferential meaning is incorporated to develop an approach to learning that will be used in other subject areas such as math, science, and social studies. Successful completion of this course is based on (1) student mastery of the performance objectives as judged by the teacher, and (2) a passing grade on the Minimum Level Skills Test, Grade 9.

Performance Objectives

1.0 Reading/Listening Comprehension

1.1 Students will demonstrate literal comprehension of fiction and/or nonfiction by identifying:

#* (1) stated main idea or central focus;

#* (2) facts and details;

* (3) facts and opinions;

* (4) cause and effect relationships;

(5) relationships that compare and contrast;

(6) sequences; and

(7) conclusions.

1.2 Students will demonstrate inferential comprehension of fiction and/or nonfiction by identifying:

#* (1) inferred main idea;

# (2) predictions or conclusions;

---

* Indicates Minimum Level Skills
δ Indicates State Student Assessment Program
# Indicates Stanford Achievement Test

(3) fantasy;

(4) mood and feelings;

(5) facts and opinions;

(6) relationships that compare and contrast; and

(7) sequences.

1.3 Students will demonstrate understanding of the need to adjust their reading rate to the purpose of the assigned reading.

2.0 Vocabulary/Spelling

# 2.1 Students will complete words by adding the appropriate prefixes or suffixes to roots.

2.2 Students will identify correctly spelled foreign loan words with irregular endings.

2.3 Students will select the meanings of words encountered in math and science such as metric system terms.

# 2.4 Students will select the meanings of words used in material generally read at their grade level.

#* 2.5 Students will define new words using context clues.

2.6 Students will complete word analogies.

2.7 Students will identify synonyms.

* 2.8 Students will identify antonyms.

* 2.9 Students will identify commonly misspelled words.

2.10 Students will choose correctly spelled plurals of hyphenated words.

2.11 Students will identify correct spelling of commonly confused words in a given context.

2.12 Students will distinguish between denotative and connotative meanings of words.

3.0 Literature

3.1 Students will show knowledge of distinct literary genres by identifying:

(1) short stories;

(2) novels;

(3) plays;

(4) poems and the various poetic forms; and

(5) essays.

3.2 Students will demonstrate knowledge of the elements of literary forms by the following:

(1) defining plot structure;

(2) identifying setting as to time, place, and general environment;

(3) identifying the point of view (first person or third person) used;

(4) explaining methods of characterization;

(5) identifying words or passages used to set the tone in literary selections;

(6) locating examples of foreshadowing;

(7) defining satire;

(8) locating examples of situational and verbal irony;

(9) defining symbolism;

(10) identifying examples of figurative language (similes, metaphors, hyperboles, and personification); and

(11) identifying the use of rhythm and repetition.

3.3 Students will identify relationships of specific literary selections to history and culture.

4.0 Grammar

* 4.1 Students will demonstrate knowledge of grammatical functions by identifying adverbs.

4.2 Students will demonstrate their knowledge of sentence parts by identifying:

- * (1) predicate adjectives and predicate nominatives;
- (2) direct and indirect objects;
- (3) adjective and adverb phrases; and
- (4) subordinate and independent clauses.

5.0 Written Composition

5.1 Students will demonstrate knowledge of standard grammatical usage by identifying:

- * (1) subject-verb agreement;
- * (2) nominative and objective cases of pronouns;
- (3) pronoun-antecedent agreement;
- * (4) comparative and superlative forms of adjectives and adverbs;
- (5) principal parts of regular and irregular verbs;
- (6) double negatives;
- (7) dangling modifiers; and
- (8) parallel construction in words, phrases, clauses, and sentences.

5.2 Students will demonstrate knowledge of mechanics by identifying:

- * (1) correctly capitalized nouns and adjectives which name languages, institutions, historical periods, holidays, and important personal titles;
- (2) placement of commas;
- * (3) placement of commas in compound sentences;
- * (4) placement of commas in parenthetical expressions;

(5) parentheses;

(6) placement of colons and semicolons;

(7) conventional uses of underlining and italics;

* (8) underlining of titles;

* (9) quotation marks for titles;

(10) apostrophes; and

* (11) apostrophes for singular possessives.

5.3 Students will demonstrate knowledge of the structure, organization and format of written composition by identifying:

(1) declarative, interrogative, imperative, and exclamatory sentence types;

* (2) simple, complex, compound, and compound-complex sentence structure;

(3) complete sentences with no fragments;

* (4) run-on sentences;

(5) outlining as an organizational tool; and

* (6) organization of information.

5.4 Students will demonstrate synthesis of composition skills by writing:

(1) complete sentences with no fragments or run-ons;

(2) topic sentences;

(3) topic outlines;

* (4) paragraphs consisting of a topic sentence and at least three supporting sentences;

(5) expository paragraphs developed in a logical manner (example, incident, reasons, comparison and/or contrast);

(6) descriptive paragraphs developing various sensory expressions (visual, tactile, etc.);

(7) paragraphs using consistent point of view (first person or third person);

(8) paragraphs using transitions between sentences;

(9) details in a logical manner within a paragraph (chronologically, spatially, order of importance);

(10) three-paragraph compositions containing an introductory sentence (thesis statement), internal transitions, and a conclusion;

(11) original short stories, plays, or poems;

(12) short reports using two or more references;

(13) critical reviews of TV programs, movies, literature, and/or other media;

(14) letters according to conventional format; and

(15) revised paragraphs and compositions, correcting errors in mechanics, usage, and spelling.

6.0 Oral Composition

6.1 Students will identify the rules involved in parliamentary procedure.

6.2 Students will identify elements of presentation (organization, stance, eye contact, voice projection, gestures).

7.0 Reference Sources

7.1 Students will use the card catalog and the Readers' Guide to locate information.

7.2 Students will use almanacs, yearbooks and common types of reference books for content area reports.

7.3 Students will use appropriate sources for "real world" needs (telephone book, newspaper, etc.)

7.4 Students will use footnotes, appendixes, and indexes to locate appropriate sources for content area reports.

7.5 Students will use dictionary guide words, phonetic respellings, abbreviations, and symbols for syllabication.

* 7.6 Students will use a dictionary entry to choose appropriate definitions of words used in various contexts.

KEY TO RECOMMENDED INS UCTIONAL MATERIALS
ENGLISH 9 STANDARD

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
1.0	READING COMPREHENSION					
1.1	Literal Comprehension					See Appendix B - Student Assessment Minimal List for Reading.
#* 1)	Main idea			200-211I	115-116, 124-126	W. Rosch, et al., Pride in Language, Book Three (New York: Random House, 1975), pp. 108-109.
#* 2)	Facts/ Details	286-290		206-209I	120-123, 124-126	
* 3)	Facts/ Opinions			76-77		Rosch, pp. 63-66, 121-130.
* 4)	Cause/ Effect				83-86, 127-129, 133-134, 137-138, 141-142	Rosch, pp. 5-16, 147-149, 152-159.
5)	Comparison/ Contrast	293-294			135-138	Rosch, pp. 101-102, 130.
6)	Sequences	296-297			139	Rosch, pp. 13-14.
7)	Conclusions					

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
1.2	Inferential Comprehension			134-199I	83-114	
#* 1)	Main idea			200-205I	83-86, 111-114, 124-126	Rosch, pp. 108-109.
# 2)	Predictions/ Conclusions			140-141I	94-98, 217-218	
3)	Fantasy			142-143I	103-110	
4)	Mood/ Feelings			144-145I	83-86, 90-102	
* 5)	Facts/ Opinions			134-135I	83-86, 99-102, 108-110	Rosch, pp. 63-66, 121-130.
6)	Comparison/ Contrast	293-294			135-138	Rosch, pp. 101-102, 130.
7)	Sequences	296-297			139	Rosch, pp. 13-14.
1.3	Reading Rate/ Purpose			120-133II	197-240	

(E 9) 12

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
2.0	VOCABULARY/ SPELLING					
# 2.1	Prefixes/ Suffixes/ Roots	607-610, 625-630	59, 81, 101, 103, 117, 145, 165	78-80I	31-44	Farrell, p. 35.
2.2	Foreign Loan Words	612, 634				
2.3	Metric System Terms					See Appendix F - Metric System.
# 2.4	Word Meaning	615-618	250			See Appendix A - Florida List for Assessment of Spelling. See Appendix C - Florida Consumer Word List.
#* 2.5	Word Meaning: Context Clues	34, 594-595	27-28	74-81I	9-26	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
2.6	Analogies					R. A. Boning, Recognizing Word Relationships (New York: Dexter and Westbrook, Ltd., 1976).
2.7	Synonyms	410-411, 579-580, 602	61			J. E. Warriner, Composition: Models and Exercises, Third Course (New York: Harcourt Brace Jovanovich, 1977), p. 157. Word Wise: Synonyms (Film Library).
* 2.8	Antonyms	579-580				Word Wise: Antonyms (Film Library).
* 2.9	Commonly Misspelled Words	648-652				
2.10	Plurals of Hyphenated Words	633				

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
2.11	Commonly Confused Spelling Words	635-648				
2.12	Denotation/ Connotation	404-406				Farrell, p. 60.
3.0	LITERATURE					
3.1	Genres					
1)	Short story					Exploring the Short Story for Entertainment and Comprehension (Center for the Humanities). R. Rodrigues and D. Badaczewski, A Guidebook for Teaching Literature (Boston: Allyn and Bacon, 1979), pp. 47-82. What's In a Story? (Film Library).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
2)	Novel					Exploring the Novel for Entertainment and Comprehension (Center for the Humanities). Rodrigues, pp. 91-102. The Novel (Film Library).
3)	Play					Literature Appreciation: How to Read Plays (Film Library). Rodrigues, pp. 21-41.
4)	Poem					Literature Appreciation: How to Read Poetry (Film Library). Rodrigues, pp. 21-41. Warriner, pp. 235-244. What Is Poetry? (Film Library).
5)	Essay					Rodrigues, pp. 161-170.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
3.2	Elements					
1)	Plot					Farrell, pp. 35, 54, 77, 576-579.
2)	Setting					Farrell, pp. 591-592. Warriner, pp. 43-45.
3)	Points of view					Farrell, pp. 579-581. Warriner, pp. 99-104.
4)	Characterization					Warriner, pp. 191-196.
5)	Tone					Farrell, pp. 2, 22, 559, 591-592.
6)	Foreshadowing					Farrell, p. 570.
7)	Satire					Farrell, pp. 584-585.
8)	Irony					Farrell, pp. 574-575.
9)	Symbolism					Farrell, pp. 119, 588-590.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
10)	Figurative language			60-69II	175-186	Warriner, pp. 49-50.
11)	Rhythm/ Repetition					Farrell, pp. 259, 583.
3.3	Relation of Literature to History and Culture					Farrell, p. 142.
4.0	GRAMMAR					
* 4.1	Parts of Speech: Adverbs	22-28	13-16			
4.2	Sentence Parts			273-275I	149-152	
* 1)	Subject complements	66-67	49, 100			
2)	Objects	67-75	51-55, 100			
3)	Phrases	81-86, 106	63-64, 100			
4)	Clauses	106-125	87, 100			

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
5.0	WRITTEN COMPOSITION					
5.1	Usage					
* 1)	Subject-verb agreement	129-146	149, 151, 153, 155-156			
* 2)	Pronoun case	179-189	191, 193-196			
3)	Pronoun-antecedent agreement	147-149	159			
* 4)	Adjectives/ Adverbs: comparatives, superlatives	202-210				
5)	Verbs: irregular, regular	155-157	169-171, 173, 177			
6)	Double negatives	235-237				

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
7)	Dangling modifiers	210-212				
8)	Parallel construction					Warriner, pp. 144-145.
5.2	Mechanics			272I	143-148	
* 1)	Capitalization: nouns, adjectives	444-457	105-115			
2)	Commas	463-468	121-131			Punctuation: Putting Commas Between (Film Library).
* 3)	Commas: compound sentences	465, 467-471	129			
* 4)	Commas: parenthetical expressions	481-484	127			
5)	Parentheses	533-537				
6)	Colon/ Semicolon	489-500				Colon, Semicolon, Quotation Marks (Film Library).

(E 9) 20

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
7)	Underlining/ Italics	503-504, 513-514				
* 8)	Underlining titles	503-505				
* 9)	Quotation marks: titles	513-514				
10)	Apostrophes	516-528	135-139			
* 11)	Apostrophes: singular possessives	516-517				
5.3	Structure/ Organization/ Format					
1)	Sentence types	75-77				Warriner, pp. 143-144.
* 2)	Sentence structures	120-125				Warriner, pp. 107-108.
3)	Sentence structures: complete, fragments	243-254	85-92			

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
* 4)	Sentence structures: run-ons	254-258	95-98			
5)	Outlining	318-330				
* 6)	Subtopics	318, 323-324, 329-330				
5.4	Writing Production					
1)	Sentence structures: complete, run-ons, fragments	243-258	85-98			
2)	Topic sentence	280-290	219, 225-227			Warriner, pp. 8-15.
3)	Topic outline	326-327	231-232			
* 4)	Paragraph	279-309	219-227, 331			Effective Writing: The Paragraph Connection (Film Library). Warriner, pp. 8-25.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
5)	Paragraphs: expository	279-309				Warriner, pp. 6-7.
6)	Paragraphs: descriptive	279-309				Warriner, pp. 3-4, 53-57.
7)	Paragraphs: point of view					Warriner, pp. 76-77, 99-104.
8)	Transition: between sentences	301-309				Warriner, pp. 36-38.
9)	Organization	295-300				Warriner, pp. 16-28.
10)	Compositions	311-339				Warriner, pp. 115-127.
11)	Creative writing	385-419				Warriner, pp. 3-7, 53-111, 183-201.
12)	Reports	354-380				
13)	Critical reviews					Warriner, pp. 219-244.
14)	Letters	422-435	238-247			
15)	Proofreading/ Revising	349-353				

(E 9 23)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
6.0	ORAL COMPOSITION					
6.1	Parliamentary Procedure					How To Conduct a Meeting (Film Library).
6.2	Elements of Presentation					J. Bellafiore, English Language Arts Workbook (New York: Amsco, 1971), pp. 255-257, 265-268, 273-274. Communicating By Voice and Action (Film Library). Communicating Effectively (Film Library).
7.0	REFERENCE SOURCES					M. Starkey, The Research Paper: From Start to Finish (New York: American Book Company, 1978), pp. 1-118.
7.1	Card Catalog/ Readers' Guide	546-550, 552-554				

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources				
Number	Topic	County Adopted				Supplementary
		Warriner's	English Workshop	Signal	Tactics	
7.2	Reference Books	551-563				
7.3	Appropriate Sources					E. Sherman, et al., Today: Activity/Reference Book A-1 (New York: Instructional/ Communications Technology, Inc., 1977).
7.4	Appendixes/ Indexes/ Footnotes					M. Starkey, pp. 83-91.
7.5	Dictionaries	566-587		82I	57-82	
* 7.6	Dictionaries: Definitions in Context	572-573, 578		82I	75-77	

INTRODUCTION
DEBATE

State Accreditator Number. . 5197
Course Code Number 1152
F.T.E. Category. 1.10
Instructional Level. . . . . Standard

Report Card Abbreviation . . Debate
Length of Course . . . . . . Semester*
Credit . . . . 1/2 Elective Credit
Grade Level. 9, 10, 11, 12

Prerequisites

None

Textbook(s)

Fryar, M., and Thomas, D. A., Basic Debate (Skokie, Illinois: National Textbook Co., 1980).

Notes to Teachers

*This course may be repeated for credit with the provision that new activities at a higher level are offered. The course code number if repeated would be 1152A, 1152B, 1152C, etc.

DEBATE

- 1.0 Fundamental Elements
  - 1.1 Opinion Validity
  - 1.2 Problem Solving
    - 1.2.1 Background
    - 1.2.2 Causes
    - 1.2.3 Solutions: possible
    - 1.2.4 Solutions: merits
    - 1.2.5 Solution: best
    - 1.2.6 Implementation
  - 1.3 Role: Affirmative, Negative
  - 1.4 Role: Judge

- 2.0 Debate Resolution Analysis
  - 2.1 Problem Solving
    - 2.1.1 Goal setting
    - 2.1.2 Shortcomings: present system
    - 2.1.3 Shortcomings: reasons
    - 2.1.4 Solutions
  - 2.2 Definitions
    - 2.2.1 General references
    - 2.2.2 *Black's Law Dictionary*
    - 2.2.3 Specialized references

- 3.0 Research Skills
  - 3.1 Library
    - 3.1.1 Card catalog
    - 3.1.2 Vertical files
    - 3.1.3 Periodical indexes
    - 3.1.4 Government publications
  - 3.2 Special Sources
  - 3.3 Evidence Recording
    - 3.3.1 Author
    - 3.3.2 Author's qualifications
    - 3.3.3 Source
    - 3.3.4 Date
    - 3.3.5 Page
  - 3.4 Evidence Integrity
    - 3.4.1 Context
    - 3.4.2 Ellipses
    - 3.4.3 Distortion
  - 3.5 Evidence Filing
    - 3.5.1 Definitions
    - 3.5.2 History
    - 3.5.3 Change/Need
    - 3.5.4 Change/No need
    - 3.5.5 Change/Plan
    - 3.5.6 Plan/Advantages
    - 3.5.7 Plan/Disadvantages
    - 3.5.8 Plan/Workability
  - 3.6 Evidence: External Validity
    - 3.6.1 Competent source
    - 3.6.2 Bias-free
    - 3.6.3 Methodology
    - 3.6.4 Date
  - 3.7 Evidence: Internal Validity
    - 3.7.1 Context
    - 3.7.2 Fact
    - 3.7.3 Inference
    - 3.7.4 Verified conclusion
    - 3.7.5 Consistency/internal
    - 3.7.6 Consistency/external

- 4.0 Affirmative Team Responsibilities
  - 4.1 Affirmative Case Construction
    - 4.1.1 Resolution stated
    - 4.1.2 Definitions
    - 4.1.3 Prima Facie requirements: harm, significance, inherency, solvency, topicality
  - 4.2 Plan Requirements
    - 4.2.1 Board
    - 4.2.2 Mandates
    - 4.2.3 Enforcement
    - 4.2.4 Funding
  - 4.3 First Affirmative Format
    - 4.3.1 Plan-need

DEBATE

- 4.3.2 Comparative advantage
- 4.3.3 Criteria-goals
- 4.4 Second Affirmative Responsibilities
  - 4.4.1 Affirmative position
  - 4.4.2 Major negative arguments
  - 4.4.3 Arguments extended
  - 4.4.4 New evidence
- 4.5 First Affirmative Rebuttal
  - 4.5.1 Major plan arguments
  - 4.5.2 Major case arguments
  - 4.5.3 No new arguments
  - 4.5.4 New evidence
- 4.6 Second Affirmative Rebuttal
  - 4.6.1 Summary
  - 4.6.2 Over-generalizations avoided
  - 4.6.3 No new arguments

5.0 Negative Team Responsibilites

- 5.1 First Negative Responsibilities
  - 5.1.1 Definition objection
  - 5.1.2 Topicality challenges
  - 5.1.3 Negative philosophy
  - 5.1.4 Counterplan
  - 5.1.5 Major affirmative case arguments
  - 5.1.6 Prima facie requirements
- 5.2 Second Negative Responsibilities
  - 5.2.1 Plan objections
  - 5.2.2 Plan circumvention
  - 5.2.3 Barriers to plan
  - 5.2.4 Counter-causality
  - 5.2.5 Plan disadvantages
- 5.3 First Negative Rebuttal
  - 5.3.1 Voting issues crystallized
  - 5.3.2 Affirmative responses challenged
  - 5.3.3 No new arguments
- 5.4 Second Negative Rebuttal
  - 5.4.1 Major voting issues
  - 5.4.2 Inadequate affirmative responses
  - 5.4.3 Summary
  - 5.4.4 No new arguments
- 5.5 Alternative Negative Strategies
  - 5.5.1 Emory switch
  - 5.5.2 Counterplan
  - 5.5.3 Minor repairs

6.0 Cross-Examination Characteristics

- 6.1 Purpose
  - 6.1.1 Clarification
  - 6.1.2 Admissions obtained
  - 6.1.3 Error exposed
  - 6.1.4 Future arguments set up
- 6.2 Behavior
  - 6.2.1 Polite
  - 6.2.2 Factual
  - 6.2.3 Cooperative
- 6.3 Role of Questioner
  - 6.3.1 Concise
  - 6.3.2 Time control
  - 6.3.3 Only questions
- 6.4 Role of Witness
  - 6.4.1 Brevity
  - 6.4.2 Volunteered information
  - 6.4.3 Refusal to argue
  - 6.4.4 Directness
  - 6.4.5 Unimportant issues conceded
- 6.5 Information Use
  - 6.5.1 Incorporated in speeches
  - 6.5.2 Responses recorded

7.0 Debate Presentation Guidelines

- 7.1 Speech Order
- 7.2 Speech Time Limits

DEBATE

- 7.3 Preparation Time
  - 7.3.1 Ten minutes/team
  - 7.3.2 Division
  - 7.3.3 Overtime subtracted from speeches
- 7.4 Notetaking
  - 7.4.1 Mechanics
  - 7.4.2 Argument, evidence, date, source
- 7.5 Delivery
  - 7.5.1 Speed
  - 7.5.2 Diction
  - 7.5.3 Enunciation
  - 7.5.4 Posture
  - 7.5.5 Eye contact
  - 7.5.6 Body movement
  - 7.5.7 Dress

8.0 Reasoning

- 8.1 Proof: Definition
- 8.2 Assertions
- 8.3 Reasoning Types
  - 8.3.1 Generalization
  - 8.3.2 Analogy
  - 8.3.3 Cause, effect
  - 8.3.4 Correlation
  - 8.3.5 Statistics
  - 8.3.6 Authority
- 8.4 Logical Fallacies
  - 8.4.1 Over-generalization
  - 8.4.2 False analogy
  - 8.4.3 Mistaken causality
  - 8.4.4 Ad hominem
  - 8.4.5 Reduction/Absurdity
  - 8.4.6 Appeal/Pity

PERFORMANCE OBJECTIVES
DEBATE

Debate deals with the fundamentals of argumentation and problem solving. The ability to think logically, organize facts, and speak with confidence should develop.

The teacher provides the skeletal guidelines for the study of formal discussion and debate. Practice debates in the classroom, research, and an understanding of the basic concepts of debate provide students with the skills needed to participate in the forensics program. The culmination of this course is interscholastic team competition on the yearly national debate topic.

Performance Objectives

1.0 Fundamental Elements of Debate

1.1 Students will illustrate actual situations in which it is necessary to present opinions and prove their validity.

1.2 Students will discuss and illustrate the components of problem solving by using the following methods:

(1) exploring the background of the problem;

(2) identifying the causes of the problem;

(3) isolating possible solutions to the problem;

(4) evaluating the merits of various solutions;

(5) determining the best solution; and

(6) planning a means of implementing the solution.

1.3 Students will apply knowledge of the role of each team in a debate by identifying the position of each team (affirmative proposes change, negative defends the present system).

1.4 Students will explain the role of the judge in a formal debate.

2.0 Debate Resolution Analysis

2.1 Students will apply the steps of problem solving to a specific debate proposition by listing:

(1) goals to be attained;

(2) shortcomings of the present system;

(3) reasons for the shortcomings; and

(4) possible solutions.

2.2 Students will define the major terms of the debate resolution for use in a debate by using:

(1) general references;

(2) Black's Law Dictionary; and

(3) specialized references.

3.0 Research Skills

3.1 Students will investigate the resources available to them by doing a library survey using:

(1) the card catalog;

(2) the vertical file;

(3) periodical guides and indexes; and

(4) government publications.

3.2 Students will determine special interest sources of information on a specific topic and write these sources to obtain information (American Enterprise Institute, Congressmen, etc.)

3.3 Students will record each piece of evidence researched, on index cards for use in speeches, including:

(1) author's name;

(2) author's qualifications;

(3) source;

(4) date; and

(5) page number.

3.4 Students will judge the integrity of the researched evidence by checking the validity of the following presented elements:

(1) context;

(2) ellipses; and

(3) distortion of author's intent.

3.5 Students will organize researched evidence into a file for use in debates according to the following topics:

(1) definition of terms;

(2) history of the question;

(3) need for change;

(4) no need for change;

(5) plan for change;

(6) advantages of the plan;

(7) disadvantages of the plan; and

(8) workability of the plan.

3.6 Students will judge the external validity of evidence used to support an argument by checking for the following qualities:

(1) competency of source;

(2) freedom from bias;

(3) methods of the study (experimental, survey, random sample, sample size); and

(4) date of publication.

3.7 Students will judge the internal validity of evidence used to support an argument by checking for the following qualities:

(1) context;

(2) fact;

(3) inference;

(4) verified conclusion;

(5) consistency within itself; and

(6) consistency with other information.

4.0 Affirmative Team Responsibilities

4.1 Students in teams will compose a first affirmative case which fulfills all requirements, including:

(1) statement of resolution;

(2) definition of terms; and

(3) prima facie requirements (harm, significance, inherency, solvency, topicality).

4.2 Students will compose an affirmative plan which fulfills all requirements, including:

(1) board of administration;

(2) mandates of the board;

(3) enforcement of the mandates; and

(4) sources of funding.

4.3 Students will use the appropriate first affirmative speech format:

(1) need-plan;

(2) comparative advantage; and

(3) criteria-goals.

4.4 Students will deliver a second affirmative speech which fulfills all requirements, including:

(1) reestablishing affirmative position;

(2) refuting major negative arguments;

(3) extending affirmative arguments; and

(4) presenting additional evidence.

4.5 Students will deliver a first affirmative rebuttal which fulfills all requirements, including:

(1) major plan arguments;

(2) major case arguments;

(3) introduction of no new arguments; and

(4) presentation of new evidence supporting previous arguments.

4.6 Students will deliver a second affirmative rebuttal which fulfills all requirements, including:

(1) summing up major voting issues;

(2) avoiding over-generalized claims; and

(3) introducing no new arguments.

5.0 Negative Team Responsibilities

5.1 Students will deliver a first negative constructive speech which fulfills all requirements, including:

(1) objection to affirmative definition;

(2) challenge of topicality;

(3) proposal of negative philosophy;

(4) offer of counterplan;

(5) refutation of major affirmative case arguments with evidence and analysis; and

(6) pointing out of prima facie requirements not met (harm, significance, inherency, solvency, topicality).

5.2 Students will deliver a second negative constructive speech which fulfills all requirements, including:

(1) objections to plan;

(2) circumvention of plan;

(3) explanation of barriers to plan meeting the needs;

(4) other causes of harm (counter-causality); and

(5) disadvantages of plan.

5.3 Students will deliver a first negative rebuttal which fulfills all requirements, including:

(1) crystallization of case voting issues;

(2) challenge of affirmative responses to constructive speech; and

(3) introduction of no new arguments.

5.4 Students will deliver a second negative rebuttal which fulfills all requirements, including:

(1) review of all major voting issues;

(2) note of inadequate affirmative responses;

(3) summary of reasons for negative ballot; and

(4) introduction of no new arguments.

5.5 Students will describe alternative negative strategies by identifying:

(1) Emory switch;

(2) counterplan; and

(3) minor repairs.

6.0 Cross-Examination Characteristics

6.1 Students will conduct a cross-examination period applying the purposes of cross-examination including:

(1) clarifying;

(2) obtaining admissions;

(3) exposing error; and

(4) setting up future arguments.

6.2 Students will display proper behavior during cross-examination, by being:

(1) polite;

(2) factual; and

(3) cooperative.

6.3 Students will assume the role of questioner in cross-examination by use of the following methods:

(1) asking concise questions;

(2) controlling time; and

(3) only asking questions.

6.4 Students will assume the role of witness in cross-examination by use of the following methods:

(1) answering briefly;

(2) volunteering no extra information;

(3) refusing to argue;

(4) being direct; and

(5) conceding unimportant issues.

6.5 Students will make use of information obtained in cross-examination by the following methods:

(1) incorporating information in speeches; and

(2) accurately recording responses.

7.0 Debate Presentation Guidelines

7.1 Students will present the speeches of the debate in proper order.

7.2 Students will observe time limits of speeches.

7.3 Students will demonstrate proper use of preparation time by observing the following rules:

(1) a total of ten minutes per team;

(2) possible division in any way; and

(3) overtime is subtracted from speeches.

7.4 Students will produce an adequate flow of the debate by taking notes which meet the following criteria:

(1) proper separation of affirmative and negative arguments; and

(2) argument label, evidence, date,and source recorded.

7.5 Students will demonstrate knowledge of effective speaking by using appropriate:

(1) rate of speed;

(2) diction;

(3) enunciation;

(4) posture;

(5) eye contact;

(6) body movement; and

(7) dress.

8.0 Reasoning

8.1 Students will explain the difference between proof and assertion of an idea.

8.2 Students will identify unsupported assertions.

8.3 Students will identify various kinds of reasoning including:

(1) generalization;

(2) analogy;

(3) cause and effect;

(4) correlation;

(5) statistics; and

(6) authoritarian.

8.4 Students will identify various logical fallacies by locating examples of the following types:

(1) over-generalization;

(2) false analogy;

(3) mistaken causality;

(4) ad hominem (attacking the source);

(5) reduction to absurdity; and

(6) appeal to pity.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
DEBATE

Performance Objective		Resources	
Number	Topic	County Adopted	Supplementary
1.0	FUNDAMENTAL ELEMENTS		
1.1	Opinion Validity	p. i	
1.2	Problem Solving	pp. iii-iv	
1.3	Role: Affirmative, Negative		
1.4	Role: Judge	pp. iii, 52-55	
2.0	DEBATE RESOLUTION ANALYSIS		Florida Forensics Program Policy booklet (University of South Florida, Tampa, Florida)
2.1	Problem Solving	pp. 2-8	
2.2	Definitions	pp. 3, 124	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources	
Number	Topic	County Adopted	Supplementary
3.0	RESEARCH SKILLS		
3.1	Library	pp. 23-25	
3.2	Special Sources	pp. 25-30	Dana Hensley and Diana Prentice, Mastering Competitive Debate (Caldwell, Idaho: Clark Publishing Co., 1977), pp. 15-20
3.3	Evidence Recording	pp. 30-32	Hensley and Prentice, pp. 25-30
3.4	Evidence Integrity	pp. 32-34	Roy Wood, Strategic Debate (Skokie, Illinois: National Textbook Co., 1972), p. 35 Thomas, pp. 227-238, 251-285 Hensley and Prentice, p. 137
3.5	Evidence Filing	p. 179	Wood, pp. 56-59
3.6	Evidence: External Validity	p. 48	Wood, pp. 35-37 Ralph Towne, Establishing Belief (Skokie, Illinois: National Textbook Co., 1975), pp. 2-34

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources	
Number	Topic	County Adopted	Supplementary
3.7	Evidence: Internal Validity	pp. 48-49	Wood, pp. 37-39 Towne, pp. 35-63
4.0	AFFIRMATIVE TEAM RESPONSIBILITIES		Hensley and Prentice, pp. 37-38, 45-47, 67-71
4.1	Affirmative Case Construction	pp. 55-60	David Thomas (ed.), Advanced Debate (Skokie, Illinois: National Textbook Co., 1979 revised), pp. 39-122
4.2	Plan Requirements	pp. 61-63	Hensley and Prentice, pp. 72-73
4.3	First Affirmative Format	pp. 64-81	Thomas, pp. 132-161 Wood, pp. 83-86 Hensley and Prentice, pp. 48, 53-55, 61-63
4.4	Second Affirmative Responsibilities	pp. 124-125	Hensley and Prentice, pp. 81-82
4.5	First Affirmative Rebuttal	p. 125	Thomas, pp. 288-294 Hensley and Prentice, pp. 82-83

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources	
Number	Topic	County Adopted	Supplementary
4.6	Second Affirmative Rebuttal	pp. 125-126	Thomas, pp. 288-295 Hensley and Prentice, p. 83
5.0	NEGATIVE TEAM RESPONSIBILITIES		Hensley and Prentice, pp. 81-88
5.1	First Negative Responsibilities	pp. 83-84, 90-91, 94-110, 127-129	Thomas, pp. 183-187 Hensley and Prentice, pp. 89-94
5.2	Second Negative Responsibilities	pp. 86-87, 91-94, 129-130	Thomas, pp. 162-172, 188-199 Hensley and Prentice, pp. 97-100
5.3	First Negative Rebuttal	p. 130	Thomas, pp. 288-293 Hensley and Prentice, p. 103
5.4	Second Negative Rebuttal	pp. 130-131	Thomas, pp. 288-295 Hensley and Prentice, pp. 103-104
5.5	Alternative Negative Strategies	pp. 88-90, 110-112	Thomas, pp. 200-212, 132-161 Hensley and Prentice, pp. 107-108, 111-113, 117-119

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources	
Number	Topic	County Adopted	Supplementary
6.0	CROSS-EXAMINATION CHARACTERISTICS		Thomas, pp. 305-320
6.1	Purposes	pp. 139-145, 132-133, 135	Wood, pp. 127-131 James Copeland, *Cross-Examination in Debate* (Skokie, Illinois: National Textbook Co., 1981), pp. 9-11
6.2	Behavior	pp. 133-135	Copeland, pp. 6-8, 12-15 Hensley and Prentice, pp. 127-129, 302-304
6.3	Role of Questioner	pp. 135-137	Copeland, pp. 16-26
6.4	Role of Witness	pp. 137-139	Copeland, pp. 27-30
6.5	Information Use	pp. 144-145	
7.0	DEBATE PRESENTATION GUIDELINES		
7.1	Speech Order	pp. 117-118	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources	
Number	Topic	County Adopted	Supplementary
7.2	Speech Time Limits	pp. 117-118 (cross-examination format)	
7.3	Preparation Time	p. 118	
7.4	Notetaking	p. 120	Hensley and Prentice, pp. 123-126
7.5	Delivery	pp. 52-54	Wood, pp. 162-176 Abne' Eisenberg and Joseph Ilardo, Argument (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1980), pp. 185-197
8.0	REASONING		
8.1	Proof: Definition	pp. 35-36	
8.2	Assertions	p. 36	
8.3	Reasoning Types	pp. 37-49	
8.4	Logical Fallacies	pp. 37-49	Tom Pallard, "Guidelines for Judging High School Debate" (University of Kansas, 1978) Wood, pp. 134-145 Eisenberg and Ilardo, pp. 82-98

INTRODUCTION
ORAL COMMUNICATION/PUBLIC SPEAKING

State Accreditator Number. .	5173
Course Code Number	1028
F.T.E. Category.	1.10
Instructional Level.	Standard

Report Card Abbreviation . .	Orl Comm/Pub Spkg
Length of Course	Semester
Credit	1/2 Elective Credit*
Grade Level.	9, 10, 11, 12

Prerequisites

None

Textbook(s)

Regis, J., *Speech: Exploring Communication* (Prentice-Hall, Inc., Englewood Cliffs, N. J.) 1981.

Notes to Teachers

*This course may be repeated for credit with the provision that new activities at a higher level are offered. The course code number if repeated would be 1028A, 1028B, 1028C, etc.

ORAL COMMUNICATION/PUBLIC SPEAKING

1.0 Communication Process

- 1.1 Encoder/Decoder
- 1.2 Symbols
    - 1.2.1 Verbal: connotation, denotation
    - 1.2.2 Nonverbal: kinesics, proxemics
    - 1.2.3 Paralanguage: pitch, volume, speaking rate, voice quality, stress

2.0 Listening Skills

- 2.1 Hearing/Listening
- 2.2 Listening Barriers
    - 2.2.1 Distractions
    - 2.2.2 Daydreaming
    - 2.2.3 Close-mindedness
    - 2.2.4 Overemphasizing source
    - 2.2.5 Understanding level
- 2.3 Listening Attitudes
    - 2.3.1 Providing feedback
    - 2.3.2 Selecting central ideas
- 2.4 Message Interpretation
    - 2.4.1 Nonverbal cues
    - 2.4.2 Feedback
- 2.5 Faulty Reasoning
    - 2.5.1 Name calling
    - 2.5.2 Card stacking
    - 2.5.3 Bandwagon
    - 2.5.4 Glittering generality
    - 2.5.5 Testimonial
    - 2.5.6 Begging the question
    - 2.5.7 Hasty generalization

3.0 Speech Preparation

- 3.1 Choosing Topic
- 3.2 Narrowing Topic
- 3.3 Analyzing Audience
    - 3.3.1 Positive
    - 3.3.2 Neutral
    - 3.3.3 Disinterested
    - 3.3.4 Negative
- 3.4 Researching
- 3.5 Determining Purpose
    - 3.5.1 Informing
    - 3.5.2 Persuading
- 3.6 Organizing Speech Pattern
    - 3.6.1 Spatial
    - 3.6.2 Chronological
    - 3.6.3 Problem-solution
- 3.7 Choosing Effective Words
    - 3.7.1 Simple
    - 3.7.2 Concrete
    - 3.7.3 Unique vocabulary
- 3.8 Creating Emphasis
    - 3.8.1 Variety of structure
    - 3.8.2 Contrast
    - 3.8.3 Rhetorical questions
    - 3.8.4 Repetition
    - 3.8.5 Figures of speech
- 3.9 Avoiding Common Errors
    - 3.9.1 Unintentional connotations
    - 3.9.2 Euphemisms
    - 3.9.3 Cliches
    - 3.9.4 Stereotyping
    - 3.9.5 Slang

4.0 Speech Delivery

- 4.1 Methods
    - 4.1.1 Manuscript
    - 4.1.2 Memorized
    - 4.1.3 Extemporaneous
    - 4.1.4 Impromptu
- 4.2 Verbal Elements
    - 4.2.1 Volume
    - 4.2.2 Pitch
    - 4.2.3 Speed
    - 4.2.4 Enunciation
    - 4.2.5 Pronunciation

ORAL COMMUNICATION/PUBLIC SPEAKING

- 4.3 Nonverbal Elements
  - 4.3.1 Eye contact
  - 4.3.2 Gestures
  - 4.3.3 Movement
  - 4.3.4 Appearance
- 4.4 Rehearsal
  - 4.4.1 Importance
  - 4.4.2 Place
  - 4.4.3 Pattern memorization
- 4.5 Confidence Building
  - 4.5.1 Stagefright
  - 4.5.2 Preparation
  - 4.5.3 Relaxation
  - 4.5.4 Audience sympathy
  - 4.5.5 Concentration
  - 4.5.6 Humor
  - 4.5.7 Gestures, movement, eye contact

5.0 Original Oratory

- 5.1 Contest Requirements
  - 5.1.1 Time
  - 5.1.2 Memorization
- 5.2 Characteristics
  - 5.2.1 Attention
  - 5.2.2 Interest
  - 5.2.3 Preview
  - 5.2.4 Supportive data
  - 5.2.5 Transitions
  - 5.2.6 Feedback
  - 5.2.7 Valid evidence/Reasoning
  - 5.2.8 Sincerity

6.0 Oral Interpretation

- 6.1 Selecting
  - 6.1.1 Literature
  - 6.1.2 Length
  - 6.1.3 Appeal
  - 6.1.4 Insight
  - 6.1.5 Character minimum
- 6.2 Cutting
  - 6.2.1 Moment of crisis
  - 6.2.2 Unnecessary words eliminated
- 6.3 Preparing
  - 6.3.1 Read material
  - 6.3.2 Understand selection
  - 6.3.3 Identify fictional speakers
  - 6.3.4 Analyze fictional audience
  - 6.3.5 Distinguish character relationships
  - 6.3.6 Identify setting
  - 6.3.7 Provide introduction
- 6.4 Performing
  - 6.4.1 Time limit
  - 6.4.2 Memorization
  - 6.4.3 Rapport
  - 6.4.4 Volume
  - 6.4.5 Diction
  - 6.4.6 Body movement
  - 6.4.7 Separate locus
  - 6.4.8 Costumes/Props

7.0 Extemporaneous Speaking

- 7.1 Advantages
  - 7.1.1 Naturalness
  - 7.1.2 Flexibility
- 7.2 Advanced Preparation
  - 7.2.1 Current events
  - 7.2.2 Important articles
- 7.3 Speech Organization
  - 7.3.1 Time limit
  - 7.3.2 Outline
  - 7.3.3 Introduction
  - 7.3.4 Question stated
  - 7.3.5 Divisions/Selection
  - 7.3.6 Divisions/Support
  - 7.3.7 Summary
  - 7.3.8 Position stated
  - 7.3.9 Conclusion
  - 7.3.10 Practice

ORAL COMMUNICATION/PUBLIC SPEAKING	
7.4 Delivery 7.4.1 Time limit 7.4.2 Style 7.4.3 Notes	

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION/PUBLIC SPEAKING

Oral Communication/Public Speaking is a survey course offered to improve the student's ability in verbal communication. This course is designed to organize the development of interactional delivery and organizational skills which would enable him/her to express thoughts and feelings more effectively in a number of practical situations. The student will receive instruction in communication theory and will participate in small group and self-diagnostic activities to sharpen awareness of various communication roles. This course provides an opportunity for participation in the forensic program in the areas of original oratory, oral interpretation, and extemporaneous speaking.

Performance Objectives

1.0 Communication Process

1.1 The student will explain the role of the encoder and decoder in communication.

1.2 The student will illustrate the use of each type of symbol, including:

(1) verbal: connotation, denotation;

(2) nonverbal: kinesics, proxemics; and

(3) paralanguage: pitch, volume, speaking rate, voice quality, and stress.

2.0 Listening Skills

2.1 The student will explain the difference between listening and hearing.

2.2 The student will identify the barriers to listening by describing:

(1) distractions;

(2) daydreaming;

(3) close-mindedness;

(4) overemphasizing the source; and

(5) listening only to what is easy to understand.

2.3 The student will demonstrate good listening attitudes by the following methods:

(1) providing feedback, and

(2) selecting central ideas.

2.4 The student will interpret verbal messages by using:

(1) nonverbal cues; and

(2) feedback to check interpretation.

2.5 The student will select examples of faulty reasoning by identifying the following:

(1) name calling;

(2) card stacking;

(3) bandwagon;

(4) glittering generality;

(5) testimonial;

(6) begging the question; and

(7) hasty generalization.

3.0 Speech Preparation

3.1 The student will choose a topic of interest.

3.2 The student will narrow the topic to fit the appropriate time frame.

3.3 The student will analyze the intended audience for the speech, identifying attitudes of the listeners including:

(1) positive;

(2) neutral;

(3) disinterested; and

(4) negative.

3.4 The student will research and properly record information on the topic.

3.5 The student will determine the purpose of a speech as either being:

(1) informative; or

(2) persuasive.

3.6 The student will use an appropriate pattern for a speech by selecting one of the following organizational models:

(1) spatial;

(2) chronological; or

(3) problem-solution.

3.7 The student will demonstrate effective word choice by selecting words that are:

(1) simple;

(2) concrete; and

(3) of a vocabulary unique to the topic.

3.8 The student will create appropriate emphasis by using various methods including:

(1) variety of structure;

(2) contrast;

(3) rhetorical questions;

(4) repetition; and

(5) figures of speech.

3.9 The student will prevent common errors in speech construction by avoiding:

(1) unintentional connotations;

(2) euphemisms;

(3) cliches;

(4) stereotyping; and

(5) slang.

4.0 Speech Delivery

4.1 The student will differentiate methods of delivery by identifying:

(1) manuscript;
(2) memorized;
(3) extemporaneous; and
(4) impromptu.

4.2 The student will apply the appropriate verbal elements of delivery including:

(1) volume;
(2) pitch;
(3) rate of speed;
(4) enunciation; and
(5) pronunciation.

4.3 The student will apply appropriate nonverbal elements of delivery including:

(1) eye contact (direct, varied);
(2) gestures (sincere, controlled, unobtrusive, confident);
(3) movement (natural, transitional); and
(4) appearance (suitable, neat).

4.4 The student will evaluate the purpose of rehearsal for speech delivery by describing its elements including:

(1) importance;
(2) place; and
(3) memorization of the speech pattern.

4.5 The student will apply various debate techniques, building confidence by these methods:

(1) understanding stagefright;
(2) preparing thoroughly;

(3) relaxing before speaking;

(4) realizing audience sympathy;

(5) concentrating on topic;

(6) injecting humor; and

(7) using gestures, eye contact, and movement.

5.0 Original Oratory

5.1 The student will compose and deliver an original oration of contest length which fulfills all requirements including:

(1) length of five to ten minutes; and

(2) memorization.

5.2 The student will properly develop an informative or persuasive oratory which includes the following characteristics:

(1) gains and maintains attention;

(2) builds interest;

(3) previews topic;

(4) supports with data;

(5) uses smooth transitions;

(6) reacts to audience feedback;

(7) uses valid evidence and reasoning; and

(8) displays sincerity.

6.0 Oral Interpretation

6.1 The student will select a piece of literature for interpretation which fulfills all contest requirements including:

(1) published literature;

(2) length of seven to ten minutes;

(3) universal appeal;

(4) insight; and

(5) two-character minimum (may contain more than two characters; monologue not acceptable).

6.2 The student will correctly cut (eliminate unnecessary parts) from a selection of literature by using the following criteria:

(1) choose moment of crisis and work back in selection to good starting point; and

(2) eliminate unnecessary words which indicate speaker or action.

6.3 The student will correctly prepare an interpretation using the following criteria:

(1) read entire work;

(2) understand entire selection;

(3) know the fictional speakers;

(4) know the fictional audience;

(5) understand the relationship between the fictional characters;

(6) know the setting; and

(7) write an introduction establishing: setting, mood, characters, and previous action.

6.4 The student will perform an oral interpretation conforming to these contest requirements:

(1) observes time limit (seven to ten minutes, including introduction);

(2) recited from memory;

(3) establishes rapport;

(4) uses proper volume;

(5) uses proper diction:

(6) limits body movement;

(7) uses separate locus for each character; and

(8) uses no costumes or props.

7.0 Extemporaneous Speaking

7.1 The student will explain the advantage of an extemporaneous style by describing the following characteristics:

(1) sounding natural; and

(2) flexibility.

7.2 The student will gather background for extemporaneous topics (on current events) by advanced preparation, including:

(1) reading about current events; and

(2) filing important articles (entire article must be kept, not just quotes).

7.3 The student will properly organize an extemporaneous speech by using the following procedure:

(1) use thirty minutes only;

(2) write outline;

(3) use short introduction;

(4) state the question;

(5) select two or three major divisons;

(6) support each divison with facts;

(7) summarize;

(8) state position on question;

(9) conclude by reference to introduction; and

(10) save last ten minutes to practice speech.

7.4 The student will deliver an extemporaneous speech which conforms to the following contest requirements:

(1) observes time limit (maximum of seven minutes);

(2) uses conversational style; and

(3) exhibits minimal dependence on notes (one index card allowed).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ORAL COMMUNICATION/PUBLIC SPEAKING

Performance Objective		Resources	
Number	Topic	County Adopted	Supplementary
1.0	COMMUNICATION PROCESS	Speech: Exploring Communication	
1.1	Encoder/ Decoder	p. 37	
1.2	Symbols	pp. 37-43	
2.0	LISTENING SKILLS		Wilhelminia Hedde, et al., Patterns in Communication (New Yrok: J. B. Lippincott, 1975), pp. 42-55
2.1	Hearing/ Listening	p. 55	
2.2	Listening Barriers	pp. 57-61	
2.3	Listening Attitudes		Hedde, et al., pp. 47-51
2.4	Message Interpretation	pp. 67, 69-72	
2.5	Faulty Reasoning	pp. 67-69, 261-264	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources	
Number	Topic	County Adopted	Supplementary
3.0	SPEECH PREPARATION		
3.1	Choosing Topic	pp. 147-149	Clark Carlile, Thirty-Eight Basic Speech Experiences (Pocatello, Idaho Clark Publishing Co., 1972. 10th edition), pp. xiii-xxi Hedde, et al., pp. 58-62
3.2	Narrowing Topic		Gerry Philipsen, et al., Championship Tournament Speaking (Vermillion, S.D.: C.D.E., 1974), pp. 16-17 Hedde, et al., pp. 62-63
3.3	Analyzing Audience	pp. 149-151	Hedde, et al., pp. 85-87
3.4	Researching	pp. 154-162	
3.5	Determining Purpose	pp. 165-166, 222-235, 255-270	Hedde, et al., pp. 81-85
3.6	Organizing Speech Pattern	pp. 162-169	Hedde, et al., pp. 89-93
3.7	Choosing Effective Words	pp. 179-184	Hedde, et al., pp. 98-100

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources	
Number	Topic	County Adopted	Supplementary
3.8	Creating Emphasis	pp. 185-189	
3.9	Avoiding Common Errors	pp. 193-196	
4.0	SPEECH DELIVERY		
4.1	Methods	pp. 201-204	Hedde, et al., pp. 100-104
4.2	Verbal Elements	pp. 210-213	Hedde, et al., pp. 30-38
4.3	Nonverbal Elements	pp. 204-209	Hedde, et al., pp. 3-11
4.4	Rehearsal	pp. 170-173	
4.5	Confidence Building	pp. 129-141	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources	
Number	Topic	County Adopted	Supplementary
5.0	ORIGINAL ORATORY		Dr. Robert Scott, Oratory (Skokie, Illinois: National Textbook Co.), pp. 1-36
5.1	Contest Requirements	pp. 223-227, 257-261	Hedde, et al., pp. 206-211, 113-114, 313-322 (sample) Philipsen, et al., pp. 51-53
5.2	Characteristics	pp. 227-236	Carlile, pp. 27-30, 19-26 Philipsen, et al., pp. 18-48
6.0	ORAL INTERPRETATION		Paul Hunsinger, Oral Interpretation (Skokie, Illinois: National Textbook Co.), pp. 1-32
6.1	Selecting	pp. 329-335	Charlotte Lee, Speaking of Oral Interpretation (Glenview, Illinois: Scott, Foresman Co., 1975), pp. 9-10 Philipsen, et al., pp. 84-88
6.2	Cutting		Lee, pp. 44-45 Philipsen, et al., pp. 88-90

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources	
Number	Topic	County Adopted	Supplementary
6.3	Preparing	pp. 335-347	Hedde, et al., pp. 182-185 Lee, pp. 10-20, 68-79 Philipsen, et al., pp. 92-97
6.4	Performing	p. 349	Hedde, et al., pp. 186-192
7.0	EXTEMPORANEOUS SPEAKING		William Buys, Extemporaneous Speaking (Skokie, Illinois: National Textbook Co.), pp. 1-32
7.1	Advantages	p. 201	Hedde, et al., pp. 100-102
7.2	Advanced Preparation		Buys, pp. 4-7 Philipsen, et al., pp. 56-62
7.3	Speech Organization		Buys, pp. 7-23 Philipsen, et al., pp. 63-74
7.4	Delivery		Buys, pp. 23-26

INTRODUCTION

ENGLISH 7 ADVANCED

State Accreditator Number	5111
Course Code Number	1003
F.T.E. Category	1.00
Instructional Level	Advanced

Report Card Abbreviation	Adv English 7
Length of Course	Year
Credit	1 English Credit
Grade Level	7

Prerequisites

Teacher recommendation; A-B average in Language Arts/Reading and related areas

Textbook(s)

Farrell, E. J., et al., Purpose in Literature, Medallion Edition (Glenview, Illinois: Scott, Foresman and Company, 1979).

Greiffenberg, F., English Workshop, First Course (New York: Harcourt Brace Jovanovich, 1977).

Warriner, J. E., English Grammar and Composition: First Course (New York: Harcourt Brace Jovanovich, 1977).

Supplementary Textbook(s)

Niles, O., et al., Reading Tactics A (Glenview, Illinois: Scott, Foresman and Company, 1977).

Warriner, J. E., Composition: Models and Exercises, First Course (New York: Harcourt Brace Jovanovich, 1977).

ENGLISH 7 ADVANCED

1.0 Literary Analysis

- 1.1 Critical Reading
  - 1.1.1 Genres
  - 1.1.2 Historical context
  - 1.1.3 Inference: character, setting, plot
- 1.2 Short Story/Novel/Play
  - 1.2.1 Characterization
  - 1.2.2 Flashback
  - 1.2.3 Irony
  - 1.2.4 Mood/Tone
  - 1.2.5 Plot
  - 1.2.6 Point of view
  - 1.2.7 Setting
  - 1.2.8 Symbolism
  - 1.2.9 Theme
  - 1.2.10 Dialogue
  - 1.2.11 Act/Scene
- 1.3 Poem
  - 1.3.1 Figurative language
  - 1.3.2 Imagery
  - 1.3.3 Inversion
  - 1.3.4 Rhyme/Rhyme scheme
  - 1.3.5 Rhythm
  - 1.3.6 Alliteration/Assonance
- 1.4 Myth

2.0 Vocabulary/Spelling

- 2.1 Analogies
- 2.2 Companion Forms
- 2.3 Prefixes/Suffixes/Roots
- 2.4 Synonyms/Antonyms
- 2.5 Commonly Confused Spelling Words
- 2.6 Metric System Terms
- 2.7 Denotation/Connotation

3.0 Written Composition

- 3.1 Usage
  - 3.1.1 Parts of Speech
  - 3.1.2 Verbs: regular, irregular
  - 3.1.3 Subject-verb agreement
  - 3.1.4 Comparatives/Superlatives:
  - 3.1.5 Pronoun case: subject, direct object, object of preposition
- 3.2 Mechanics
  - 3.2.1 Capitalization
  - 3.2.2 End punctuation
  - 3.2.3 Commas: dates, addresses, items in a series
  - 3.2.4 Apostrophes: contractions
- 3.3 Writing Production
  - 3.3.1 Sentence: complete
  - 3.3.2 Sentence: topic, clincher
  - 3.3.3 Sentence: Supporting
  - 3.3.4 Paragraph: narrative, descriptive
  - 3.3.5 Paragraph: descriptive
  - 3.3.6 Paragraph: development
  - 3.3.7 Paragraph: organization
  - 3.3.8 Listing
  - 3.3.9 Outlining
  - 3.3.10 Proofreading/Revising
  - 3.3.11 Letter: business, personal
  - 3.3.12 Report
  - 3.3.13 Creative writing

ENGLISH 7 ADVANCED

4.0 Oral Composition

- 4.1 Parliamentary Procedure
- 4.2 Individual Presentation
- 4.3 Group Presentation

5.0 Reference Skills

- 5.1 Card Catalog
- 5.2 Dewey Decimal System

PERFORMANCE OBJECTIVES
ENGLISH 7 ADVANCED

English 7 Advanced emphasizes extensive work in literary analysis and composition. Students are encouraged to read and write about literature from major genres, incorporating vocabulary, spelling, research, language, and semantics skills in written compositions. Oral composition skills based on readings and independent research are extended with audio-visual aids.

To ensure student mastery of all the skills needed in English 7 Advanced, teachers should administer a diagnostic test at the beginning of the school year to evaluate any needs in Minimum Level Skills, State Student Assessment Program, and Stanford Achievement Test areas. The objectives for these tests are included in course appendixes. Successful completion of this course is based on (1) student mastery of the performance objectives as judged by the teacher and (2) a passing grade on the Minimum Level Skills Test, Grade 7 (Standard).

Performance Objectives

1.0 Literary Analysis

1.1 Students will demonstrate analysis of critical reading skills by identifying:

(1) definitions of literary genres;

(2) historical contexts of literary works; and

(3) inferences about characters, settings, and plots.

1.2 Students will demonstrate analysis of short stories, novels, and plays by identifying:

(1) methods of characterization including sterotyping;

(2) flashback;

(3) irony (verbal, situational, dramatic);

(4) mood and tone;

(5) the conventional element of plot (conflict, details, pattern of events, climax, conclusion);

(6) point of view (first person, third person);

(7) setting (time, place, general environment, stated or implied details, relation to characterization and plot development);

(8) symbolism;

(9) theme (stated or implied);

(10) dialogue; and

(11) act and scene;

1.3 Students will demonstrate analysis of poetry by identifying:

(1) the function of figurative language (simile and metaphor);

(2) imagery;

(3) inverted word order;

(4) rhyme and rhyme scheme;

(5) rhythm; and

(6) alliteration and assonance.

1.4 Students will analyze methods of characterization in myths.

2.0 Vocabulary/Spelling

2.1 Students will identify analogous relationships in reading.

2.2 Students will use companion forms of nouns, verbs, and adjectives in context.

2.3 Students will use prefixes, suffixes, and roots in context.

2.4 Students will identify synonyms and antonyms for specific words in context.

2.5 Students will identify correct spellings of commonly confused words in context.

2.6 Students will select meanings of metric system prefixes.

2.7 Students will distinguish between denotative and connotative (lead words) language.

3.0 Written Composition

3.1 Students will demonstrate knowledge of standard grammatical usage by identifying:

(1) parts of speech;

(2) principal parts of regular and irregular verbs;

(3) subject-verb agreement;

(4) comparative superlative forms of adjectives and adverbs; and

(5) subject, direct object, and object of preposition functions of pronoun case.

3.2 Students will demonstrate knowledge of mechanics by identifying:

(1) conventional uses of capitalization;

(2) end punctuation;

(3) commas in dates, addresses, and items in a series; and

(4) apostrophes in contractions.

3.3 Students will demonstrate synthesis of composition skills by writing:

(1) complete sentences, avoiding sentence fragments, and run-on sentences;

(2) topic and clincher sentences;

(3) supporting sentences;

(4) narrative and descriptive paragraphs;

(5) descriptive paragraphs consisting of at least three sentences, based on personal experience;

(6) paragraphs developed by details, examples, or incidents;

(7) coherent paragraphs organized chronologically, spatially, or by order of importance;

(8) lists of ideas or facts that apply to given topics;

(9) outlines in conventional form for given topics;

(10) revised paragraphs; correcting errors in mechanics, usage, and spelling;

(11) business and personal letters;

(12) short reports summarizing information from two or more sources; and

(13) original short stories, plays, or poems.

4.0 Oral Composition

4.1 Students will use parliamentary procedure in meetings.

4.2 Students will apply individual presentation techniques in a speech using audio-visual aids.

4.3 Students will apply group presentation techniques in a symposium.

5.0 Reference Skills

5.1 Students will apply reference skills by using the card catalog to locate information on a given topic.

5.2 Students will apply reference skills by using the Dewey decimal system to locate information on a given topic.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ENGLISH 7 ADVANCED

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
1.0	LITERARY ANALYSIS				O. S. Niles, et al., Reading Tactics A (Glenview, Ill.: Scott, Foresman and Co., 1972), pp. 9-238.
1.1	Critical Reading	330-346		590	
1)	Genres				C. H. Holman, Handbook to Literature (Indianapolis, Ind.: The Bobs-Merrill Company, Inc., 1972), pp. 354-359, 495-497, 399, 167-170. What's in a Story? (Film Library). What is Poetry? (Film Library).
2)	Historical context				Holman, pp. 561-627.
3)	Inference			402-412, 539	E. Daniel, Projection in Literature (Glenview, Ill.: Scott, Foresman and Company, 1974), pp. 526, 193, 247, 369, 486, 493. Niles, pp. 79-102.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
		County Adopted			Supplementary
Number	Topic	*Warriner's*	*English Workshop*	*America Reads*	
1.2	Short-Story/Novel/Play				See Appendix G - Haydon Burns Film Library.
1)	Characterization			81-93, 532	*Characters In Conflict* (Film Library) Daniel, pp. 516, 53, 163, 256, 264, 311, 475, 499, 509. J. E. Wariner, *Composition: Models and Exercises* (New York: Harcourt Brace Jovanovich, 1977), pp. 87-93.
2)	Flashback			72-79, 536	
3)	Irony			68-71, 542	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
4)	Mood/Tone			157-162, 233-261, 545, 560	Daniel, pp. 537, 270, 273, 274, 279, 311, 319, 335, 351, 361, 365, 367, 381, 404, 451, 497, 499.
5)	Plot			38-59, 546	Daniel, pp. 531, 128, 162, 187.
6)	Point of view			176-185, 549	
7)	Setting			12-17, 553	Daniel, pp. 533, 41, 67, 92, 105, 177, 191, 193, 195, 215, 264, 297, 335, 475, 486, 491, 499.
8)	Symbol			128-137, 557	A Journey (Film Library). Daniel, pp. 534, 247, 256, 264, 335. T. Born, Semantics 1: The Magic of Words (Middletown, Conn.: Xerox Education Publications, 1969), pp. 17-30.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
9)	Theme			96-108, 559	Daniel, pp. 536, 215, 227, 240, 264, 297, 357, 360, 366, 367, 377, 486, 499.
10)	Dialogue		201	218-223, 282	Holman, pp. 156-157. Warriner (Composition), pp. 104-113.
11)	Act/Scene				Holman, pp. 7, 477-478.
1.3	Poem			434-465	See Appendix G - Haydon Burns Film Library.
1)	Language: literal, figurative			287-292, 298-307, 535	Daniel, pp. 522, 366, 367, 376, 377, 379, 491. Niles, pp. 157-178. Warriner (Composition), pp. 132-134.
2)	Imagery			168-174, 538	Daniel, pp. 524, 194, 202, 204, 205, 240, 274, 311, 335, 365, 373, 375, 376, 499.
3)	Inversion		141	436, 541	Niles, pp. 196-210.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
4)	Rhyme/Rhyme Scheme			366-367, 550	
5)	Rhythm			380-381, 552	
6)	Alliteration/ Assonance				
2.0	VOCABULARY/	404-428	251	590	Warriner (Composition), pp. 55-77.
	SPELLING	429-454	17, 41, 59, 73, 75, 91, 113, 129, 153, 173, 175, 191		
2.1	Analogies				R. Boning, *Supportive Reading Skills: Recognizing Word Relationships, Intermediate* (New York: Barnell Loft, Dexter and Westbrook, Ltd., 1976). Niles, pp. 131-133. *Egad! English*, Lesson 5 (ITV). Helman, pp. 22.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
2.2	Companion Forms	412-421			Niles, pp. 73-74. Warriner (Composition), pp. 55-77.
2.3	Prefixes/	417-419	75, 91	23, 152, 271, 320, 395, 426	Daniel, pp. 41, 270, 509. Niles, pp. 27-46.
	Suffixes/ Roots	432-435	113, 129		
2.4	Synonyms/	391-392	127, 189	9, 108, 162, 185, 215, 365	Niles, pp. 18, 61-78. Daniel, pp. 264, 351.
	Antonyms	407-415	151		
2.5	Commonly Confused Spelling Words	439-454			
2.6	Metric System Terms				See Appendix F - Metric System Terms.
2.7	Denotation/ Connotation	421-424		292, 434	Niles, pp. 173-174.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
3.0	WRITTEN COMPOSITION	315-345	217-219, 225, 233, 237-239, 243-244	590	Warriner (Composition), pp. 3-141.
3.1	Usage	83-178	131-188		
1)	Parts of speech	35-82	19-38		Warriner (Composition), pp. 55-77.
2)	Verbs: regular,	139, 140	155-157		Warriner (Composition), pp. 67-71.
	irregular	141, 142	157, 159, 161, 163, 165		
3)	Subject-verb agreement	118-136	131, 133, 135, 137, 141, 145		
4)	Comparatives/	170-175			
	Superlatives: adjective, adverb	171-172			

KEY TO RECOMMENDED I RUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
5)	Pronoun case:	152-169	21, 137		
	subject,	118-136	177-178		
	direct object,	110-111	177, 181, 183		
	object of prepositions	73-84	183		
3.2	Mechanics				
1)	Capitalization	181-192, 195, 393-396	199, 115-117, 119, 121		
2)	End punctuation	196-233 196-198	1, 2, 103, 105, 199		
3)	Commas:	198-210, 212, 220-222			
	dates,		83		
	addresses,		83		
	items in a series		77-78		

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
5)	Pronoun case:	157-169	21, 137		
	subject,	118-136	177-178		
	direct object,	110-111	177, 181, 183		
	object of prepositions	73-84	183		
3.2	Mechanics				
1)	Capitalization	181-192, 195, 393-396	199, 115-117, 119, 121		
2)	End punctuation	196-233 196-198	1, 2, 103, 105, 199		
3)	Commas:	198-210, 212, 220-222			
	dates,		83		
	addresses,		83		
	items in a series		77-78		

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
4)	Apostrophes: contractions	226-232	193, 195-197		
3.3	Writing Production		217-219, 225, 237-239, 240-244	590	Warriner (Composition), pp. 40-45, 87-93, 101-133.
1)	Sentence: complete	3-34, 29-32, 239-251	7, 11, 79, 103-106		Niles, pp. 149-164. Sentences: Simple, Compound, Complex (Film Library). Effective Writing: Sentence Sense (Film Library).
2)	Sentence: topic	293-298	213-216, 225-228, 233-236		Niles, pp. 105-108.
	clincher	315-318			Warriner (Composition), pp. 31-39.
3)	Sentence: supporting	257-259 304-307	221-224		Niles, pp. 119-130. Warriner (Composition), pp. 135-138.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
4)	Paragraph: narrative,	274-282, 291-311, 314	213-214, 221-222, 225-227, 229-231, 233-235		Warriner (Composition), pp. 101, 103.
	descriptive	291-292 299-300	221-223 229-231		Warriner (Composition), pp. 81-86.
5)	Paragraph: descriptive	299-308			
6)	Paragraph: development	299-300	225-227 229-231		Warriner (Composition), pp. 40-45.
7)	Paragraph: organization	307-308	229-231		Warriner (Composition), pp. 46-52, 100-103, 119-121, 122-127, 130-132.
8)	Listing	314-323 339-340	229-231		
9)	Outlining	319-323			
10)	Proofreading/	243-244 252-272			
	Revising	272, 328, 342-343	237-239		

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
11)	Letter:	347-363			
	business,	357-362	245-247		
	personal	347-353	240-244		
12)	Report	335-346			
13)	Creative writing			590	
4.0	ORAL COMPOSITION			590	J. Bellafiore, English Language Arts Workbook (New York: Amsco School Publications, Inc., 1971), pp. 276-278.
4.1	Parliamentary Procedure				How To Conduct a Meeting (Film Library) Robert's Rules of Order
4.2	Individual Presentation				Bellafiore, pp. 265-269. Communication By Voice and Action (Film Library).
4.3	Group Presentations				Communicating Effectively (Film Library). Bellafiore, pp. 273-277.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
5.0	REFERENCE SKILLS	367-383			
5.1	Card Catalog	371-374			
5.2	Dewey Decimal System	369-371			

INTRODUCTION
ENGLISH 8 ADVANCED

State Accreditator Number. .	5112
Course Code Number	1007
F.T.E. Category.	1.00
Instructional Level.	Advanced
Report Card Abbreviation . .	Adv English 8
Length of Course	Year
Credit	1 English Credit
Grade Level.	8

Prerequisites

English 7; teacher recommendation; A-B average in English

Textbook(s)

Greiffenberg, F., English Workshop: Second Course (New York: Harcourt Brace Jovanovich, 1977).

McDonald, H., et al., Literature and Life, Medallion Edition (Glenview, Illinois: Scott, Foresman and Company, 1979).

Warriner, J. E., English Grammar and Composition: Second Course (New York: Harcourt Brace Jovanovich, 1977).

Supplementary Textbook(s)

Niles, O., Reading Tactics B (Glenview, Illinois: Scott, Foresman and Company, 1977).

Warriner, J. E., Composition: Models and Exercises, Second Course (New York: Harcourt Brace Jovanovich, 1977).

COURSE OUTLINE

ENGLISH 8 ADVANCED

- 1.0 Literary Analysis
  - 1.1 Critical Reading
    - 1.1.1 Genres
    - 1.1.2 Historical context
    - 1.1.3 Inference: character, setting, plot
  - 1.2 Short Story/Novel/Play
    - 1.2.1 Characterization
    - 1.2.2 Foreshadowing/Symbolism
    - 1.2.3 Irony
    - 1.2.4 Mood
    - 1.2.5 Tone
    - 1.2.6 Plot
    - 1.2.7 Point of view
    - 1.2.8 Satire
    - 1.2.9 Setting
    - 1.2.10 Theme/Topic
    - 1.2.11 Dialogue
    - 1.2.12 Dramatic terminology: dramatic license, stage directions
  - 1.3 Poem
    - 1.3.1 Alliteration/Assonance
    - 1.3.2 Figurative language
    - 1.3.3 Imagery
    - 1.3.4 Inversion
    - 1.3.5 Rhyme
    - 1.3.6 Rhythm
  - 1.4 Myth
    - 1.4.1 Major characters
    - 1.4.2 Heroes
  - 1.5 Prose

- 2.0 Vocabulary/Spelling
  - 2.1 Analogies
  - 2.2 Companion Forms
  - 2.3 Prefixes/Suffixes/Roots
  - 2.4 Synonyms/Antonyms
  - 2.5 Commonly Confused Spelling Words
  - 2.6 Metric System Terms
  - 2.7 Idioms
  - 2.8 Denotation/Connotation

- 3.0 Written Composition
  - 3.1 Usage
    - 3.1.1 Parts of speech
    - 3.1.2 Verbs: regular, irregular
    - 3.1.3 Subject-verb agreement
    - 3.1.4 Pronoun Case: subject, direct object, object of preposition
    - 3.1.5 Double negatives
  - 3.2 Mechanics
    - 3.2.1 Capitalization/Punctuation
    - 3.2.2 Commas
    - 3.2.3 Apostrophes: contractions, singular possessives
  - 3.3 Writing Production
    - 3.3.1 Sentence: topic, clincher
    - 3.3.2 Sentence: supporting
    - 3.3.3 Paragraph: development

COURSE OUTLINE

ENGLISH 8 ADVANCED

- 3.3.4 Paragraph: organization
- 3.3.5 Paragraph: internal transition
- 3.3.6 Paragraph: descriptive
- 3.3.7 Paragraph: narrative, expository
- 3.3.8 Listing
- 3.3.9 Outlining
- 3.3.10 Composition
- 3.3.11 Composition: narrative, expository
- 3.3.12 Proofreading/ Revising
- 3.3.13 Letter: business, personal
- 3.3.14 Research paper
- 3.3.15 Creative writing

4.0 Oral Composition

- 4.1 Individual Presentation
- 4.2 Group Presentation

5.0 Reference Skills

- 5.1 Card Catalog
- 5.2 Dewey Decimal System
- 5.3 *Readers' Guide*

PERFORMANCE OBJECTIVES
ENGLISH 8 ADVANCED

English 8 Advanced stresses extensive work in literary analysis and composition. Special emphasis is placed on writing well-developed paragraphs and compositions and synthesis of vocabulary and literary analysis skills within these written assignments. In addition, students are encouraged to write a short research paper with an annotated bibliography. Oral composition skills are also included in the course activities.

To ensure student mastery of all the skills needed in English 8 Advanced, teachers should administer a diagnostic test at the beginning of the school year to evaluate any needs in Minimum Level Skills, State Student Assessment Program, and Stanford Achievement Test areas. The objectives for these tests are included in the course appendixes. Successful completion of this course is based on (1) mastery of the performance objectives as judged by the teacher and (2) a passing grade on the Minimum Level Skills Test, Grade 8 (Standard).

Performance Objectives

1.0 Literary Analysis

1.1 Students will demonstrate analysis of critical reading skills by identifying:

(1) definitions of literary genres;

(2) historical contexts of literary works; and

(3) inferences about characters, settings, and plots.

1.2 Students will demonstrate analysis of short stories, novels, and plays by identifying:

(1) methods of characterization (describing a character's appearance and situation, revealing a character's thoughts, showing the reactions of other characters);

(2) foreshadowing and symbolism;

(3) irony (verbal, situational, dramatic);

(4) how setting, objects, details, images, and words contribute to creation of a specific mood;

(5) tone as it differs from mood;

(6) the conventional elements of plot (conflict, details, pattern of events, climax, conclusion);

(7) point of view (first person, third person);

(8) satire;

(9) words and phrases that create setting;

(10) differences between theme and topic in a given selection;

(11) dialogue; and

(12) dramatic license and stage directions.

1.3 Students will demonstrate analysis of poetry by identifying:

(1) alliteration and assonance;

(2) the function of figurative language (simile, metaphor, hyperbole);

(3) sensory words or phrases which establish imagery;

(4) inverted word order which creates special effects or emphasis;

(5) end rhyme, rhyme scheme, and internal rhyme; and

(6) rhythm.

1.4 Students will demonstrate analysis of mythology by identifying:

(1) major Greek and Roman characters; and

(2) major heroes appearing in classic Greek literature.

1.5 Students will identify essays and autobiographies as nonfictional prose forms.

2.0 Vocabulary/Spelling

2.1 Students will identify analogous relationships in reading.

2.2 Students will use companion forms of nouns, verbs, and adjectives in context.

2.3 Students will use prefixes, suffixes, and roots in context.

2.4 Students will identify synonyms, antonyms for specific words in context.

2.5 Students will identify correct spellings of commonly confused words in context.

2.6 Students will select meanings of metric system prefixes.

2.7 Students will identify meanings of idiomatic expressions.

2.8 Students will distingusih between denotative and connotative (loaded words) language.

3.0 Written Composition

3.1 Students will demonstrate knowledge of standard grammatical usage by identifying:

(1) parts of speech;

(2) principal parts of regular and irregular verbs;

(3) subject-verb agreement;

(4) subject, direct object, and object of preposition functions of pronoun case; and

(5) double negatives.

3.2 Students will demonstrate knowledge of mechanics by identifying:

(1) conventional uses of capitalization and punctuation;

(2) commas; and

(3) apostrophes in contractions and in singular possessives.

3.3 Students will demonstrate synthesis of composition skills by writing:

(1) topic and clincher sentences;

(2) supporting sentences which make the topic sentence clear and definite;

(3) paragraphs developed by details, examples, incidents, or reasons;

(4) coherent paragraphs organized chronologically, spatially, or by order of importance;

(5) paragraphs with sentences joined through the use of transitional words and phrases;

(6) descriptive paragraphs containing at least five sentences;

(7) narrative and expository paragraphs;

(8) lists of ideas or facts that apply to given topics;

(9) outlines in conventional format using appropriate topics and subtopics;

(10) three-paragraph compositions consisting of an introductory sentence (thesis statement), internal transitions, and a conclusion;

(11) narrative and expository compositions;

(12) revised compositions, correcting errors in mechanics, usage, and spelling;

(13) business and personal letters;

(14) a short research paper containing a standard bibliography including two or more sources; and

(15) original short stories, plays, or poems.

4.0 Oral Composition

4.1 Students will apply individual presentation techniques in speeches.

4.2 Students will apply group presentation techniques in a symposium.

5.0 Reference Skills

5.1 Students will apply reference skills by using the card catalog to locate information on a given topic.

5.2 Students will apply reference skills by using the Dewey decimal system to locate information on a given topic.

5.3 Students will apply reference skills by using the *Readers' Guide* to locate information on a given topic.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ENGLISH 8 ADVANCED

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
1.0	LITERARY ANALYSIS				
1.1	Critical Reading		237-238	23, 258	O. Niles, et at., Reading Tactics B (Glenview, Ill.: Scott, Foresman and Co., 1977), pp. 159-176, 209-240.
1)	Genres				Joseph Bellafiore, English Language Arts Workbook (New York: Amsco School Publication), pp. 367-375. Daniel, pp. 354-415.
2)	Historical context			456, 520	Edythe Daniel, et al., America Reads: Counterpoint in Literature (Glenview, Illinois: Scott, Foresman and Company, 1974), pp. 286-353.
3)	Inference			540-541	Bellafiore, pp. 287-323. Daniel, p. 550. Niles, pp. 74-104.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
1.2	Short Story/Novel/Drama		233-234		See Appendix G - Haydon Burns Film Library.
1)	Characterization	346-347		531-532	Daniel, pp. 537-538, 573-574. J. E. Warriner, ed., Composition: Models and Exercises, Second Course (New York: Harcourt Brace Jovanovich, 1971), pp. 3-5.
2)	Foreshadowing/Symbolism			536-538	Daniel, pp. 547-548. Niles, pp. 92-95.
3)	Irony			542-543	Daniel, pp. 551-553.
4)	Mood			545	
5)	Tone			559-560	Daniel, pp. 567-568.
6)	Plot		233	546-548	Daniel, pp. 553-558.
7)	Point of view		221-222	548-550	Daniel, pp. 558-560.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
8)	Satire			553	Daniel, pp. 563, 581-582. See Appendix G - Haydon Burns Film Library.
9)	Setting			554-555	Daniel, p. 564.
10)	Theme/Topic	377-378		558	Daniel, pp. 566-567.
11)	Dialogue	335-339 254-260	101, 233-234		Daniel, pp. 539-540, 583-584. Warriner (Composition), pp. 121-129.
12)	Dramatic terminology: dramatic license, stage directions	494-495			
1.3	Poem			142-181	Bellafiore, pp. 272-275. Daniel, pp. 236-285. See Appendix G - Haydon Burns Film Library.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
1)	Alliteration/ Assonance			530	*What Is Poetry?* (Film Library). Daniel, pp. 536-537.
2)	Figurative language		231-232	535, 556, 544, 538	Daniel, pp. 543-544. Niles, pp. 177-192.
3)	Imagery			539	Daniel, p. 549.
4)	Inversion		173	541	Niles, pp. 193-208.
5)	Rhyme			550-551	Daniel, pp. 560-561.
6)	Rhythm			551-552	Daniel, pp. 561-562.
1.4	Myth			392-453	Daniel, pp. 354-465.
1)	Major characters			392-453	
2)	Heros			392-453	Daniel, pp. 354-465.
1.5	Prose				Bellafiore, pp. 324-333.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
2.0	VOCABULARY/ SPELLING	478-507 508-533	250 23, 49, 69, 85, 107, 131, 147, 165, 185, 205-206	589	See Appendix A - Florida List for Assessment of Spelling. See Appendix B - Student Assessment Minimal List for Reading.
2.1	Analogies				Niles, pp. 131-144. R. Boning, Supportive Reading Skills: Recognizing Word Relationships, Intermediate and Advanced (New York: Barnell Loft, Dexter and Westbrook, Ltd., 1976).
2.2	Companion Forms	490-491 493-500			Warriner (Composition), pp. 57-80. Niles, pp. 9-76.
2.3	Prefixes/	487-493	67-68, 83		Bellafiore, pp. 186-193.
	Suffixes/	488	105, 107, 147		Niles, pp. 30-31, 32-35, 38-41.
	Roots	488			

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
2.4	Synonyms/	498-500	145-146, 163, 234		Bellafiore, pp. 182-185. Warriner (Composition), pp. 86-87, 90, 92, 98.
	Antonyms	507	145		
2.5	Commonly Confused Spelling Words	518-529	205		Niles, pp. 41-52, 74.
2.6	Metric System Terms				See Appendix F - Metric System Terms.
2.7	Idioms				
2.8	Denotation/ Connotation				Niles, pp. 166-168.
3.0	WRITTEN COMPOSITION	375-394	221-236	63, 95, 102, 111, 156, 174, 212, 264, 278, 316, 328, 368, 398	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
3.1	Usage				
1)	Parts of speech	28-75 451-452	1-24		Warriner (Composition), pp. 57-80.
2)	Verbs: regular,	160-161, 50	7, 9, 31, 35		Warriner (Composition), pp. 67-71, 98, 117, 155.
	irregular	161-163	9, 33, 35, 151, 187, 189, 191		
3)	Subject-verb agreement	141-155	167, 169, 170, 171, 173, 175, 177		
4)	Pronous Case: subject,	179-185 33-34 179, 180-183	149-151, 169, 170, 175		Niles, pp. 153-156.
	direct object,	183-184	149, 153, 155		
	object of the preposition	185	13, 15, 31, 71, 171, 155		
5)	Double negatives	196			

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
3.2	Mechanics				
1)	Capitalization/	207-219 456-457	133, 135, 137, 139-140		
	Punctuation	224-269	87, 99, 121		Niles, pp. 145-158.
2)	Commas	226-242, 257	75, 89, 91, 93, 99		Niles, pp. 146-148.
3)	Apostrophes:	262-267			
	contractions,	265-267	97, 170		
	singular possessives		95		
3.3	Writing Production	375-394	221-236	63, 95, 102, 111, 156, 174, 212, 264, 278, 316, 328, 368, 398	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
1)	Sentence	3-28, 109-141, 275-316	41-42 113-124		Bellafiore, pp. 81-109.
	topic,	350-351 357-364	211-212, 216, 219		Warriner (Composition), pp. 31-35.
	clincher	353-354	227		Niles, pp. 105-130.
2)	Sentence supporting	293-312	25, 26, 41, 51, 77, 87, 113, 121, 173, 211-212, 216-220		Warriner (Composition), pp. 153-156.
3)	Paragraph: development	349-373	215-218, 235-236		Warriner (Composition), pp. 41-47.
4)	Paragraph: organization	355-356 365-366 368-371	217-218 235-236		Warriner (Composition), pp. 48-54.
5)	Paragraph: internal transition	368-374, 390	215-220		Warriner (Composition), pp. 36-40, 49-50, 53-54.
6)	Paragraph: descriptive	357-364	215-218 235-236		Niles, pp. 123-127. Warriner (Composition), pp. 31-54.

(EA 8) 17

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
7)	Paragraph: narrative,	322-347	233-234		Warriner (Composition), pp. 103-129, 133-156.
	expository	376-376			Niles, pp. 118-123.
8)	Listing	379-381	223		Niles, pp. 141-142.
9)	Outlining	384-389	217-218, 225-226		Bellafiore, pp. 122-127.
10)	Composition	375-394	223-236		Warriner (Composition), pp. 3-158.
11)	Composition: narrative,	322-347	233-234		Warriner (Composition), pp. 103-129.
	expository	375-394	221-230		Bellafiore, pp. 219-234. Warriner (Composition), pp. 135-156.
12)	Proofreading/	317-321, 408-413	227-230		Bellafiore, pp. 228-234.
	Revising	393-394	227-228		
13)	Letter: business,	414-436 426-435	239-247 243-245		Bellafiore, pp. 194-208.
	personal	414-422	239-242		

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
14)	Research paper	395-413			See Appendix E - Bibliographic Format.
15)	Creative writing			589	
4.0	ORAL COMPOSITION				Communicating Effectively (Film Library).
4.1	Individual Presentation				Communication By Voice and Action (Film Library). Bellafiore, pp. 265-269.
4.2	Group Presentation				Bellafiore, pp. 270-277.
5.0	REFERENCE SKILLS	469-474			
5.1	Card Catalog	466-468			
5.2	Dewey Decimal System	464-465			
5.3	Readers' Guide	474-475			

INTRODUCTION
ENGLISH 9 ADVANCED

State Accreditator Number. .5113
Course Code Number 1016
F.T.E. Category. 1.00
Instructional Level. . . . .Advanced

Report Card Abbreviation . .Adv English 9
Length of Course . . . . . .Year
Credit . . . . .1 English Credit
Grade Level. 9

Prerequisites

English 8; teacher recommendation; A-B average in English

Textbook(s)

Farrell, E. J., et al., Arrangement in Literature, Medallion Edition (Glenview, Illinois: Scott, Foresman and Company, 1979).

Warriner, J. E., et al., English Grammar and Composition: Third Course (New York: Harcourt Brace Jovanovich, 1977).

Warriner, J. E., English Workshop: Third Course (New York: Harcourt Brace Jovanovich, 1977).

Supplementary Textbook(s)

Farrell, E. J., et al., Outlooks through Literature (Glenview, Illinois: Scott, Foresman and Company, 1973).

Niles, O., et al., Reading Tactics C (Glenview, Illinois: Scott, Foresman and Company, 1977).

Warriner, J. E., Composition: Models and Exercises: Third Course (New York: Harcourt Brace Jovanovich, 1977).

ENGLISH 9 ADVANCED

1.0 Literary Analysis

- 1.1 Critical Reading
  - 1.1.1 Genres
  - 1.1.2 Historical context
  - 1.1.3 Inference: character, setting, plot
- 1.2 Short Story/Novel/Prose
  - 1.2.1 Characterization
  - 1.2.2 Protagonist/Antagonist
  - 1.2.3 Irony
  - 1.2.4 Mood
  - 1.2.5 Tone
  - 1.2.6 Plot
  - 1.2.7 Point of view
  - 1.2.8 Stereotyping: character, plot
  - 1.2.9 Setting
  - 1.2.10 Theme/Subject/Moral
  - 1.2.11 Symbolism
  - 1.2.12 Style
  - 1.2.13 Universality
- 1.3 Poem
  - 1.3.1 Alliteration/Assonance/Consonance
  - 1.3.2 Figurative language
  - 1.3.3 Imagery
  - 1.3.4 Lyric
  - 1.3.5 Free/Blank verse
  - 1.3.6 Rhythm/Rhyme
  - 1.3.7 Allusion
- 1.4 Drama
  - 1.4.1 Stage directions
  - 1.4.2 Dramatic license
  - 1.4.3 Chorus
  - 1.4.4 Prologue
  - 1.4.5 Tragedy
- 1.5 Myth

2.0 Vocabulary/Spelling

- 2.1 Analogies
- 2.2 Companion Forms
- 2.3 Prefixes/Suffixes/Roots
- 2.4 Synonyms/Antonyms
- 2.5 Commonly Confused Spelling Words
- 2.6 Metric System Terms
- 2.7 Denotation/Connotation

3.0 Written Composition

- 3.1 Usage
  - 3.1.1 Parts of Speech
  - 3.1.2 Verbs: regular, irregular
  - 3.1.3 Subject-verb agreement
  - 3.1.4 Pronoun-antecedent agreement
  - 3.1.5 Pronoun case: subject, direct object, object of preposition
  - 3.1.6 Double negatives
  - 3.1.7 Parallel construction
- 3.2 Mechanics
  - 3.2.1 Capitalization/Punctuation
  - 3.2.2 Commas
  - 3.2.3 Apostrophes: singular, plural possessives
- 3.3 Writing Production
  - 3.3.1 Paragraph: development
  - 3.3.2 Paragraph: organization
  - 3.3.3 Composition: transition
  - 3.3.4 Composition: descriptive, narrative, expository, persuasive

ENGLISH 9 ADVANCED

- 3.3.5 Composition: descriptive
- 3.3.6 Composition: literary response
- 3.3.7 Letter: application, request
- 3.3.8 Proofreading/ Revising
- 3.3.9 Research paper
- 3.3.10 Creative writing
- 3.3.11 Outlining

4.0 Oral Composition

- 4.1 Individual Presentation
- 4.2 Group Presentation
- 4.3 Debate

5.0 Reference Skills

- 5.1 Appropriate Sources
- 5.2 Dictionary Types

PERFORMANCE OBJECTIVES
ENGLISH 9 ADVANCED

English 9 Advanced requires concentration in the areas of composition and literature. Composition structure and types are stressed as well as skills in editing for mechanics and clarity. An exposure to various cultures is provided by a survey of world literature.

To ensure mastery of all the skills in English 9 Advanced teachers should administer a diagnostic test at the beginning of the school year to evaluate student needs. Objectives for the Standard MLST and Stanford Achievement Test are included in the course appendixes. Successful completion of this course is based on (1) student mastery of the performance objectives as judged by the teacher and (2) a passing grade on the Minimum Level Skills, Grade 9 (Standard).

Performance Objectives

1.0 Literary Analysis

1.1 Students will demonstrate analysis of critical reading skills by identifying:

(1) definitions and elements of literary genres;

(2) historical context of literary works; and

(3) inferences about characters, settings, and plots.

1.2 Students will demonstrate analysis of short stories, novels, and prose by identifying:

(1) methods of characterization (describing a character's appearance and situation, revealing a character's thoughts, and showing the reactions of other characters);

(2) the protagonist and antagonist;

(3) irony (verbal, situational, dramatic);

(4) mood and words that create mood;

(5) tone;

(6) the conventional elements of plot (conflict, details, pattern of events, climax, conclusion);

(7) point of view (first person, third person);

(8) stereotyped characters and plots;

(9) setting and how it is revealed in selections (narration, dialogue, action);

(10) the differences between theme, subject, and moral;

(11) symbolism;

(12) styles by examining authors' use of words, images, figurative language, and tone; and

(13) universality.

1.3 Students will demonstrate analysis of poetry by identifying:

(1) alliteration, assonance, and consonance;

(2) the function of figurative language (simile, metaphor, personification, hyperbole);

(3) imagery;

(4) lyric form;

(5) free and blank verse forms;

(6) rhythm and rhyme; and

(7) allusion.

1.4 Students will demonstrate analysis of drama by identifying:

(1) the use of stage directions in oral readings of plays;

(2) examples of dramatic license;

(3) chorus;

(4) prologue; and

(5) the elements of tragedy.

1.5 Students will demonstrate analysis of mythology by comparing and contrasting major gods, goddesses, and plots in Greek and Roman myths.

2.0 Vocabulary/Spelling

2.1 Students will complete word analogies.

2.2 Students will use companion forms of nouns, verbs, and adjectives in context.

2.3 Students will use prefixes, suffixes, and roots in context.

2.4 Students will identify synonyms and antonyms for specific words in context.

2.5 Students will identify correct spellings of commonly confused words in context.

2.6 Students will select the meanings of words encountered in math and science, such as metric system terms.

2.7 Students will distinguish between denotative and connotative (loaded words) language.

3.0 Written Composition

3.1 Students will demonstrate knowledge of standard grammatical usage by identifying :

(1) parts of speech;

(2) principal parts of regular and irregular verbs;

(3) subject-verb agreement;

(4) pronoun-antecedent agreement;

(5) subject, direct object, and object of preposition functions of pronoun case;

(6) double negatives; and

(7) parallel construction of words, phrases, and clauses.

3.2 Students will demonstrate knowledge of mechanics by identifying:

(1) conventional uses of capitalization and punctuation;

(2) commas; and

(3) apostrophes in singular and plural possessives.

3.3 Students will demonstrate synthesis of composition skills by writing:

(1) paragraphs with effective topic sentences, supporting details, coherence, and unity;

(2) paragraphs developed by details, incidents, reasons, comparison, and/or contrast;

(3) five-paragraph compositions using linking expressions within and between each paragraph;

(4) descriptive compositions with sensory details; narrative compositions using chronological order; expository compositions that inform or explain; persuasive compositions that include specific reasons for those opinions;

(5) descriptive compositions developing at least three main ideas;

(6) compositions in response to assigned reading;

(7) letters of application and request;

(8) revised editions of compositions, correcting errors in mechanics, usage, and spelling;

(9) a research paper containing footnotes and a bibliography of at least five references;

(10) original short stories, plays, or poems; and

(11) outlines in convenient form for given topics.

4.0 Oral Composition

4.1 Students will apply good speaking habits by presenting an individual speech or report that illustrates effective vocal rate, pitch, volume, nonverbal skills, and organizational skills.

4.2 Students will apply group skills when participating in a discussion that presents information or proposes solutions to a problem.

4.3 Students will apply basic argumentation techniques when participating in a debate.

5.0 Reference Skills

5.1 Students will apply reference skills by using information from appropriate reference sources.

5.2 Students will analyze the effectiveness of various dictionary types by locating information on different topics.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ENGLISH 9 ADVANCED

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	*English Workshop*	*America Reads*	
1.0	LITERARY ANALYSIS				*Critical Thinking: Making Sure of Facts* (Film Library).
1.1	Critical Reading Skills				*Developing Reading Maturity: The Mature Reader* (Film Library). See Appendix B-Student Assessment Minimal List for Reading.
1)	Genres			"Handbook of Literary Terms"	J. Bellafiore, *English Language Arts Workbook* (New York: AMSCO School Publications, 1971), pp. 367-375.
2)	Historical context			595 biographical information sections, "Notes and Comments"	
3)	Inference: character, setting, plot	104-107		578	O. Niles, *Reading Tactics C* (Glenview, Illinois: Scott, Foresman and Company, 1977), pp. 83-110.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
1.2	Short Story/ Novel/Prose	382-394		358-423	See Appendix G - Haydon Burns film library. E. J. Farrell, et al., Outlooks Through Literature (Glenview, Illinois: Scott, Foresman and Company, 1973), pp. 146-199, 468-497, 562-564. Literature Appreciation: How to Read Essays and How to Read Biographies (Film Library). Jack London's To Build a Fire (Film Library).
1)	Characterization	382		570-572, 68-74	
2)	Protagonist/ Antagonist	382		424-460, 590	
3)	Irony			18-23, 579-580	Farrell, pp. 574-575.
4)	Mood			582-583	
5)	Tone			602-603	Farrell, pp. 591-592.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
6)	Plot	383		84-98, 587	Characters in Conflict (Film Library). Farrell, p. 578. The Hunt (Film Library).
7)	Point of view	387-388		114-119, 588-590	Farrell, pp. 579-581.
8)	Stereotyping: character, plot			99-103, 598-599	Niles, pp. 169-172.
9)	Setting	382		595-596	Farrell, pp. 585-586. Portable Phonograph (Film Library).
10)	Theme/ Subject/ Moral	382-394		601-602	The Crocodile (Film Library). Farrell, pp. 590-591.
11)	Symbolism				
12)	Style			408-413, 599-601	
13)	Universality			59	Heroes and Cowards (Film Library).

(EA 9) 11

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
1.3	Poem				*Literature Appreciation: How to Read Poetry* (Film Library). See Appendix G - Haydon Burns Film Library. *What is Poetry?* (Film Library).
1)	Alliteration/ Assonance/ Consonance			568, 574	
2)	Figurative language			234, 574-576	Niles, pp. 175-186. Ferrell, pp. 568-569.
3)	Imagery			78, 240, 577	Farrell, pp. 571-572. *Fog* (Film Library). Niles, pp. 187-196.
4)	Lyric			241, 580	
5)	Free/Blank verse			260-264 569-570	
6)	Rhythm/Rhyme			224-225, 591-594	Farrell, pp. 583-584.
7)	Allusion			24-25, 567	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
1.4	Drama				See Appendix G - Haydon Burns Film Library. Theatre in Shakespeare's Time (Film Library). Walter Kerr on Theatre (Film Library). Long Christmas Dinner (Film Library).
1)	Stage directions			175	
2)	Dramatic license				
3)	Chorus			426	Farrell, p. 404.
4)	Prologue			272, 619	
5)	Tragedy			426	Farrell, pp. 404-405. Romeo and Juliet (Film Library).
1.5	Myth				Farrell, pp. 366-374.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
2.0	VOCABULARY/ SPELLING	591-618 619-652	25, 45, 59, 81, 101, 117, 251, 27, 189	624	See Appendix A - Florida List for Assessment of Spelling.
			27, 189, 103, 47, 83, 119, 147, 107, 209		See Appendix B - Student Assessment List for Reading.
2.1	Analogies				R. A. Boning, Recognizing Word Relationships, Advanced (Baldwin, New York: Dexter and Westbrook, Ltd., 1976).
2.2	Companion Forms				Choosing Specific Words (Film Library).
2.3	Prefixes/ Suffixes/ Roots	625-626, 531, 625-630	145, 165, 59, 81, 101, 117, 103		Niles, pp. 31-41.
2.4	Synonyms/ Antonyms	602, 579-580, 410-411	61		
2.5	Commonly Confused Spelling Words	635-647			

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
2.6	Metric System Terms				See Appendix F - Metric System Terms.
2.7	Denotative/ Connotative	404-406		572-573	
3.0	WRITTEN COMPOSITION		211-247	624	
3.1	Usage	129-139			
1)	Parts of speech	3-37	19-20		
2)	Verbs; regular, irregular	153-155	9, 10, 11, 149, 169, 170, 171, 173, 177		
3)	Subject-verb agreement	143	149, 151, 153, 155-156		
4)	Pronoun-antecedent agreement	147-149	159		

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
5)	Pronoun case: subject, direct object, object of preposition	179-189	191, 193-195		
6)	Double negatives	235-237			
7)	Parallel construction	164-165			J. E. Warriner, et al., *English Grammar and Composition, Fifth Course* (New York: Harcourt Brace Jovanovich, 1977), pp. 242-246. Warriner, (Composition), pp. 144-145.
3.2	Mechanics			624	*On Your Marks* (Film Library).
1)	Capitalization/ Punctuation	441-458, 506, 575, 459-534	105-106, 133, 107, 109, 135, 137, 245, 93		
2)	Commas	463-486	127, 123, 129, 125, 131, 95, 122, 127, 133, 121		
3)	Apostrophes: singular and plural possessives	516-527	135, 137		

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
3.3	Writing Production	310-345	211-247	624	Effective Writing: Sentence Sense (Film Library). J. E. Warriner, Composition: Models and Exercises, Third Course (New York: Harcourt Brace Jovanovich, 1977), pp. 64-67, 105-112, 143-147, 175-179, 212-216.
1)	Paragraph: development	279-309	219-227, 231		Effective Writing: The Paragraph Connection (Film Library).
2)	Paragraph: organization		225-227		Warriner, (Composition), pp. 3-40.
3)	Composition: transition	318-319, 301-303, 282-309, 331-345, 506-509, 302-303, 336-340	221-222		Warriner, (Composition), pp. 3-7, 35-40. Water's Edge (Film Library).
4)	Composition: descriptive, narrative, expository, persuasive	381-394			Warriner, (Composition), pp. 43-52, 71-103, 115-142, 151-175. Holding Them Spellbound (Film Library). Fire (Film Library).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
5)	Composition: descriptive				
6)	Composition: literary response		219, 231-234		Developing Reading Maturity: Critical Evaluation (Film Library). Warriner, (Composition), pp. 219-244.
7)	Letter: application, request	420-439	238, 242, 244, 246, 247		
8)	Proofreading/ Revising	349-353, 354-365			
9)	Research paper	541-565, 354-379			Importance of Making Notes (Film Library). Warriner, (complete), pp. 454-462.
10)	Creative writing	310-345		624	
11)	Outlining	326-329	113		Building an Outline (Film Library).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Resources			
Number	Topic	County Adopted			Supplementary
		Warriner's	English Workshop	America Reads	
4.0	ORAL COMPOSITION	35		624	Bellafiore, pp. 255-257, 265-269. Communicating Effectively (Film Library).
4.1	Individual Presentation				Communication by Voice and Action (Film Library).
4.2	Group Presentation				Bellafiore, pp. 273-274.
4.3	Debate				H. E. Gully, Essentials of Debate (New York: Holt, Rinehart and Winston, 1972).
5.0	REFERENCE SKILLS	551-563, 566-571			
5.1	Appropriate Sources	558, 560, 561, 552-554			See Appendix E - Bibliographic Format.
5.2	Dictionary Types	555-556, 566-587, 558		624	Dictionaries: Words and Language (Film Library). Niles, pp. 57-82.

APPENDIXES

APPENDIX A

THE FLORIDA LISTS FOR ASSESSMENT OF SPELLING*

1. What are the Florida Lists for Assessment of Spelling?

   They are lists of words which are being taught through instructional materials in the state of Florida.

2. What is the rationale behind the spelling lists?

   Students should be assessed on words thay are already being taught through the use of basal spellers and readers, instructional materials and activities which integrate reading, vocabulary study, spelling, writing, and usage.

3. What is the purpose of the lists?

   The spelling lists inform the districts of the core set of words on which students may be assessed. They represent a minimal number of words for assessment purposes at grades three, five, eight, and eleven. The lists do not reflect all of the words needed by individual students in their writing activities nor higher educational competencies that individual school districts expect of most students.

4. Who identified the criteria for selecting words for the lists?

   In August of 1979, a committee of language arts supervisors, teachers, and Department of Education consultants recommended criteria for determining the words to be utilized in measuring spelling skills. These criteria were considered by Department of Education representatives from the Bureaus of Curriculum Services and Program Support Services in a meeting on October 10, 1979, and approved with modifications.

5. What are the criteria for selecting words for the lists?

   a. Words are those which are common to the adopted spelling textbooks in use in Florida.

   b. The levels of the words are as follows:

      (1) 3rd grade assessment - from grade 1 spelling texts
      (2) 5th grade assessment - from grades 2 and 3 spelling texts
      (3) 8th grade assessment - from grades 4 and 5 spelling texts
      (4) 11th grade assessment - from grades 6 and 7 spelling texts

   c. The words appear on the EDL Revised Reading Core Vocabulary which is based on the appearance of words in nine basal reading series and the additional resources listed below.

---

* A bulletin issued by the Florida Department of Education, Summer, 1980.

A Basic Vocabulary of Elementary School Children
by Henry D. Rinsland

The Teacher's Word Book of 30,000 Words
by Edward L. Thorndike and Irving Lorge

The EDL placment levels of the words occur prior to the grade level when assessed in spelling.

The words on the lists have the following EDL placement level ranges:

3rd grade - grades p - 2
5th grade - grades p - 4
8th grade - grades 1 - 6
11th grade - grades 3 - 9

Generally, the words selected have been introduced in reading several grades earlier than when mastery in spelling is required. One of the reasons for the variations between reading grade placement and spelling grade placement in a basal series is the concern with word structure and form used in teaching spelling, rather than concentration on word meaning in context.

Both practice and research demonstrate that in order to learn to spell, it is not necessary for children to learn the meaning of the majority of their spelling words. However, the criteria used in the development of the Florida Lists for Assessment of Spelling first identify words from adopted spelling series, and further, EDL substantiates that these words are, in fact, those with which students have become familiar through reading materials and writing.

d. Spelling words required by skill number 56 (spelling of months, days, and selected numbers) will not be included on the printed lists, since the words are clearly identified by the skill.

e. The writing standards require instruction in forming inflected and derived forms of words (skill 2, 3, 4, 7, 8, 10, 11, 61, 66, and 69). Students are expected to spell both inflected and derived forms of the words appropriate for the level of assessment.

f. Words to be utilized when assessing students on skills 59-61 may be drawn from any of the spelling lists (including inflected and derived forms).

g. The Florida Lists for Assessment of Spelling will become effective for assessment purposes in 1981-82 except for those words marked with an asterisk. The words with an asterisk are not on the 1977 spelling lists and will become effective in 1985-86.

THIRD GRADE

am

back
bag
bat
bee
bell

black
box
boy
bus

came
cap
chair
cross

dig
dog
doll
duck

end

fat
fence
flag
fly
fox

frog

gate
goose
green

hen
hill
him
horn

I
in
is

key
king

lock
lot

moon

nail
nest
nut

on

pail
pan
pig
pop

rag
ring
rock
roof

she
shoe
sing
sled

tag
tent
to
truck

under
up
us

watch
we
well
wheel
wing

yard

zoo

FIFTH GRADE

about
above
after
again
all

along
also
another
any
apple

are
arm
around
ask
ate

away

baby
ball
barn
be
bear

beat
because
bed
before
belong

beside
best
big
bird
blue

boat
book
born
both
bright

brother
brown
burn
busy
butter

buy
by

cake
can
candy
can't
car

carry
cat
catch
city
class

clean
clock
cloth
coat
cold

come
corn
could
cow
crown

day
dear
did
die
dish

done
don't
door
down
drag

dress
drop

each
ear
early
easy
eat

egg
eye

face
fair
fall
far
farm

fast
father
first
fish
float

floor
flower
food
foot
for

fork
found
from
full
fun

game
garden
gave
get
girl

give
glad
glass
go
gone

good
grade
grass
gray
ground

grow

hair
hand
happen
happy
hard

hat
have
he
help
her

here
high
hit
home
hop

hope
horse
hot
hour
house

how
hug
hunt
hurt

ice
I'm

jump
just

kick
kiss
kite
know

lazy
learn
leg
let
letter

lie
light
like
line
little

live
load
long
look
lost

love
low

made
mail
make
man
many

may
me
mean
meat
milk

most
mother
mouse
move
much

my

name
near
never
new
nice

night
no
noon
nose
not

now

of
off
old
or
other

our
out
outside

paint
pair
part
party
pass

pet
pie
place
play
please

pony
pull
push
put

rabbit
rain
ran
read
red

rich
ride
right
road
rode

roll
room
rope
round
run

rush

said
saw
say
seat
see

shall
short
should
show
shut

side
sister
sit
sleep
slow

small
smoke
so
soap
some

something
sometime
soon
sound
star

start
stay
still
stop
store

storm
story
street
string
strong

such
sun
swim
swing

take
talk
tall
team
than

tank
that
their
them
then

there
they
thing
think
this

those
tie
time
today
told

too
took
town
train
tree

trip
try
turn

very

walk
want
warm
water
was

way
week
went
were
what

when
where
whip
white
who

why
*wig
will
win
with

wood
would
write
wrote

year
yellow
you
your

EIGHTH GRADE

afraid
aid
already
among
answer

apron

bacon
banana
bare
basement
beauty

beg
between
blanket
blood
bloom

*booth
breath
breeze

cabin
calm
calves
careless
center

cheese
*chew
chicken
chief
choice

choose
circle
circus
coach
coast

company
cookies
cottage
country
county

cousin

damage
death
destroy
discover
dislike

dividing
doctor
double
doubt
dozen

drawn
drew

either
enemy
engine
evening
event

*explore

farther
field
football
forest
fresh

frozen
fruit

geography
giant

habit
harvest
haul
health
heavy

*helmet
hero
huge
husband

important
inches
include
instead

*jacket
jelly
join
juice

kitchen
kneel
knives

language
let's
level
lily
listen

locate
lose
lumber

marble
market
message
minute
month

mountain

nation
nature
nickel
notice

ocean
office
*orbit
oven

package
patch
peaceful
peace
perhaps

picnic
picture
plain
plane
planet

pocket
poem
potato
prepare
prevent

pupil

ranch
range
recover
remain
remark

remember
repair
report
return
rifle

roar
robin
rule

sailor
scout
season
sentence
settle

shape
sign
since
slept
slice

slight
soil
spare
speech
split

square
stage
*stall
station
steal

stout
sugar
sunshine
supply

teeth
though
thousand
thread
through

ton
tooth
*torch
trouble
turkey

unit

vacation
valley
village
visitor
vote

voyage

wasn't
waste
we're
weren't
wheat

wife
worm
worry
worst
worth

young

Note: Skill number 56 requires eighth graders to spell the days of the week, the months of the year and the numbers one through one hundred twenty-one.

ELEVENTH GRADE

absolute
*absorb
action
actor
*adapt

adventure
advice
advise
agent
agriculture

aisle
alter
*amaze
anchor
angel

angle
article
*attic
attract
audience

balance
balcony
barrel
basin
brief

bury
business

cancel
*cartoon
cautious
celebrate
certain

certificate
circular
citizen
civil
combine

commerce
compare
compete
complain
conclusion

conduct
confusion
continent
continue
conversation

convince
corporal
costume
council
counsel

cruel
current

dangerous
dentist
dependence
despair
*dial

diagram
*diet
difference
director
dismissal

division
*duel

earnest
*earthquake
ease
edit
electricity

element
elevator
engineer
envy
error

estimate
examination
example
exceed
excellent

exception
explanation

*faucet
favorite
federal
firm
fortunate

fortune
freight
*funnel

general
*glide
governor
grace
grammar

grief
guest
guilty

hangar
*hemisphere
hesitate
honor
human

humor

*idol
ignorance
image
inquire

journey

kindergarten
*knight

local

machine
maintain
manufacture
mechanic
medium

*melody
merchant
method
minor
museum

nephew
nervous
normal
notify

occupy
operate
ounce

panel
pardon
particular
patience
pearl

peer
performance
period
photograph
phrase

pier
*pilot
*plaster
pleasure
*pliers

*poise
policy
politics
*postpone
prefer

preserve
prevail
proceed
process
produce

project
*propel
protection
pursue

qualify
quality
quantity
quiet
quote

*radiator
*rebel
reduce
reference
regular

relief
remedy
rescue
residence
rival

rough

satisfy
scene
scenery
scheme
scholar

science
scientific
*sculptor
senate
senator

servant
sheriff
shield
simplicity
sincere

singular
smooth
soldier
source

*sponge
*stadium
standard
straight
stretch

substitute

*tackle
tax
telegraph
temperature
throughout

tractor
tremendous
trial

*umpire

vacant
vague
valuable
vapor
venture

victory
view
vigor
violin
vital

*volcano

weight
whatever
*wrench

*yolk

Note: Skill number 56 requires eleventh graders to spell the days of the week, the months of the year, and the numbers one through one hundred twenty-one.

* Will become effective in 1985-86.

APPENDIX B

STUDENT ASSESSMENT MINIMAL LIST FOR READING*

FOR

GRADES 3, 5, 8, AND 11

Suggested Uses

1. This list is not developmental. Teachers are expected to use the reading materials on state adoption and in use in each district to determine appropriate reading vocabulary lists for developmental reading instruction. This list is minimal. Its appropriate use is for remedial reading instruction, corrective reading instruction, compensatory education instruction and for the preparation of student materials to meet state assessment needs. A further use of this list is to prepare test items for state assessment.

2. This list is constructed to promote generative and functional instruction in vocabulary skills. Inflected and derived forms of words (plays, remake) do not appear on the list except for irregular forms at the lower levels and a few words whose base form did not have a semantic meaning for a large enough group of students (professor was used instead of profess). Generally, the words on this list are in the base form. Instruction in the revised standards and skills in reading requires instruction in forming inflected and derived forms (Standard B, Skills 3-10). Test item writers will be able to use both inflected and derived forms appropriate for the level of assessment.

3. This list is hierarchal and cumulative. Only the words on the list for grade 3 assessment are appropriate for testing in grade 3. However, the words on the lists for grades 3, 5, and 8 are appropriate for use in testing at grade 11. The words are of increasing frequency starting with the most frequently used words at grade 3 and the least frequently used words at grade 11. This suggests an appropriate order in which to use the lists for secondary remedial purposes.

4. *Words preceded by an asterisk will be tested beginning 1985-86.

List furnished by Department of Education, Tallahassee, Florida.

THIRD GRADE

a
about
after
again
all
alone
am
an
and
animal
any
apple
are
around
as
ask
at
aunt
away

baby
back
bag
ball
barn
basket
be
bear
bed
bee
before
began
behind
best
better
big
bird
black
blue
boat
book
box
boy
bring
brown
bus
but
buy
by

cake
calf
call
came
catch
children
coat
cold
color
come
could
cow
cry

dark
day
did
do
does
dog
doll
door
down
dress
duck

each
eat
egg
every

far
farm
fast
father
feet
find
fine
fire
first
fish
fit
five
flew
flower
fly
for
found
four
friend
frog
from
fun
funny

game
garden
gave
give
glad
go
goat
gone
good
got
grass
green
ground
grow
guess

had
hand
happy
hard
has
hat
have
he
head
hear
heard
hello
help
hen
her
high
hill
him
his
hold
home
honey
horse
hot
house
how
hurry

I
ice
if
in
is
it

jump
just

kitten
know
laugh
let
letter
light
like
little
live
long
look
lost
lunch

made
make
man
many
may
me
men
met
milk
miss
money
monkey
more
morning
mother
much
must
my

name
near
nest
never
new
next
night
no
noise
nose
not
now
of
off
oh
old
on
once
one
or
other
our

paint
parade
park
party
peanuts
penny
people
pet
picnic
pig
play
please
pocket
pony
pretty
prize
pull
puppy
put

rabbit
rain
ran
read
ready
red
ride
right
road
room
run

said
sang
sat
saw
school
see
she
shoe

show
sing
sit
sleep
snow
so
some
soon
spring
squirrel
stay
step
stop
store
story
street
sun
surprise

tail
take
talk
tell
than
thank
that
the
their
them
then
there
these
they
thing
think
this
those
three
time
to
told
too
took
town
toy
train
tree
trick
truck
try
turtle
twin
two

uncle
under
up
us

very

wagon
walk
want
was
water
way
we
went
were
wet
what
when
where
white
who
why
will
window
wish
with
woman
word
work
would

yard
year
yellow
yes
you
your

zoo

FIFTH GRADE

able
above
across
act
add
adventure
afraid
age
aim
air
alarm
allow
almost
already
also
always
amazing
among
angry
announce
answer
ant
appear
*apron
arm
arrange
arrive
arrow
ate
attack
automobile
autumn
average
*awful
ax

bad
bake
bananas
band
bang
bank
bar
bark
barrel
base
bat
bath
beach
bean
beard
*beast
beat
beauty
beaver
been
beg
begin
begun
*behave
believe
bell
belt
bench
bend
bent
berries
between
beyond
bill
birth
bit
bite
blade
blanket
blast
*bless
blew
blind
block
blood
blossoms
blow
board
body
boil
bold
bone
boots
born
borrow
both
bother
bottle
bottom
bought
bow
bowl
branch
brave
bread
break
breath
breeze
brick
bridge
bright
broke
broken
brook
brother
brush
bubbles
*bucket
buffalo
build
built
bulb
bull
bunch
bundle
burn
*bush
busy
butter
button

cabin
cage
calm
camera
camp
candle
candy
cannon
cannot
canoe
cap
captain
card
care
carry
cart
case
cattle
caught
cause
cave
cent
center
certain
chain
chair
chance
change
charge
chase
cheek
cheer
cheese
cherry
chest
chewing
chicken
chief
child
chimney
chin
chocolate
choose
chose
church
circle
city
class
clean
clear
clever
*cliff
climb
clock
close
cloth
clothes
cloud
club
coach
coal
coast
coffee
colt
comb
common
company
complete
content
contest
continue
cook
cool
*copper
*copy
corn
corner
correct
cost
*costume
count
country
courage
course
cousin
cover
crack
crash
crawl
cream
creek
*crept
cross
crowd
crown
cup
curious
*curtain
cut

dad
damp
dance
danger
dare
*dash
daughter
dawn
dead
dear
decide
deck
deep
deer
depend
desert
desk
diamond
die
dig
dime
*dine
dinner
dirt
dish
dive
divide
doctor

dollar
done
donkey
drag
drank
draw
dream
drew
drift
drink
drive
drop
drove
drum
dry
dug
during
dust

eager
eagle
ear
early
earn
earth
east
easy
edge
eight
either
elephant
elevator
eleven
else
empty
end
engine
enjoy
enough
enter
escape
even
event
ever
example
except
excited
exciting
exclaim
excuse
exercise
expect
explain
extra
eye

face
faint
fail
fair
fall
family
fan
*fancy
farther
fat
fault
fear
feast
feather
fed
feed
feel
fell
fellow
felt
fence
few
field
fifteen
fifth
fifty
fight
fill
finger
finish
fix
flag
flame
flash
flat
float
floor
flour
flow
fog
fold
follow
food
fool
foot
force
forest
form
*forth
fortune
forty
forward
fox
frame
free

freezing
fresh
frightened
front
fruit
full
fur

garage
gas
gate
gather
*gay
gaze
gentle
giant
gift
*glance
glass
gold
goose
grab
*grain
gray
great
grew
grin
group
grown
guard
guide
gun

hair
half
hall
hammer
hang
happen
harbor
harm
harness
hate
hay
heart
heat
heaven
heavy
heel
held
herd
hero
hid
history
hit

hole
holiday
hollow
honor
hook
hop
hope
horn
hose
hospital
hour
huge
hundred
hung
hungry
hunt
hurt
husband

idea
ill
imagine
important
inch
indeed
inn
inquire
insect
instead
interest
invite
iron
island

jar
jelly
jet
jewels
job
join
joke
journey
joy
judge
juice

keep
kept
key
kick
kill
kind
king
kiss
kitchen

kite
knew
knife
knight
knock

lady
laid
lake
land
lap
large
late
law
lay
lazy
lead
leaf
lean
learn
leave
led
left
leg
less
lesson
library
lie
life
lift
line
lion
list
listen
load
lock
log
loose
lose
lot
loud
love
low
lumber
lump
lying

machine
mad
magic
mail
main
manage
map
march

mark
market
marry
master
match
*mate
matter
mayor
meadow
meal
mean
*meat
meet
melt
merry
message
metal
mice
middle
might
mile
mill
mind
mine
minute
mirror
mistake
mix
model
moment
month
moon
most
motor
mount
mountain
mouse
mouth
move
mud

nail
narrow
nation
neat
neck
need
needle
neighbor
neither
net
nice
nine
nod
none

north
note
notice
number
nut

oak
ocean
offer
office
often
oil
only
open
orange
order
organ
ought
oven
owl
own

pack
page
paid
pail
pair
palace
pale
pan
paper
part
pass
passenger
past
paste
patch
path
paws
pay
pen
pencil
*perhaps
piano
pick
pie
piece
pile
pillow
pilot
pin
pine
pink
pipe
pitch

place
plain
plan
plane
plant
plate
pleasant
plenty
plow
point
pole
police
polite
pond
pool
poor
pop
porch
possible
post
pot
potato
pound
pour
power
practice
prepare
present
president
press
price
print
probably
promise
proud
prove
purple
push
puzzle

queen
question
quick
quiet
quite

race
radio
raise
ranch
rather
reach
real
rear
reason

receive
recognize
record
refuse
remain
remember
repeat
reply
*rescue
*respect
rest
ribbon
ribs
rice
rich
rid
ring
ripe
river
roar
rock
rode
roll
roof
root
rope
rose
round
route
row
rub
rubber
rule
rush

sad
safe
sail
sale
salt
same
sand
sandwiches
*sank
satisfy
save
say
*scarce
scared
scatter
scene
scratch
screamed
sea
search

season
seat
second
secret
seed
seem
seen
seize
sell
send
sense
sent
serious
serve
set
seven
several
shade
shadow
shake
shall
shape
share
sharp
shed
sheep
sheet
*shelf
shell
shine
ship
shirt
shook
shoot
shop
shore
short
shot
should
shout
shut
shy
sick
side
sigh
sign
signal
silent
silly
silver
simple
since
single
sir
sister

six
size
skates
skin
sky
sled
slept
slide
slip
slow
small
smart
smell
smile
smoke
smooth
snake
snap
soap
socks
soft
sold
son
song
sorry
sort
sound
soup
south
space
spare
spark
speak
special
speed
spend
spider
spin
spirit
splash
*split
spoil
spike
spot
spread
stage
stair
stamp
stand
star
stare
start
startled
state
station

steal
steam
steel
steep
steer
stem
stick
stiff
still
stir
stone
stood
storm
straight
strange
straw
stream
stretch
strike
string
*strip
strong
*struck
struggle
study
stuff
such
sudden
suit
summer
supper
suppose
sure
swallow
swam
*sweep
sweet
swift
swim
switch

table
taken
tall
tank
tap
taste
taught
teach
team
teeth
telephone
television
ten
tender

tent
terrible
test
thick
thief
thin
third
thirteen
thirty
though
thought
thousand
thread
threw
throat
through
throw
ticket
tie
tight
till
tiny
tip
tire
today
together
tomorrow
tool
tooth
top
tossed
touch
toward
tower
track
trade
traffic
trail
trap
travel
treasure
tremble
tribe
trip
trouble
true
trunk
trust
truth
*tube
tunnel
turn
twelve
twenty
twice

ugly
until
use
usual

vacation
valley
vegetable
village
visit
voice

wait
wake
wall
wander
war
warm
warn
wash
waste
watch
wave
weak
wear
weather
week
weigh
welcome
well
west
wheat
wheel
which
while
whip
whisper
whistle
whole
whose
wide
wife
wild
win
wind
wing
winter
wiped
wire
wisdom
wide
woke
wolf
women
wonder

wood
wool
wore
world
worm
worn
worry
worse
worth
wrap
wreck
write
wrong
wrote

yet
young

EIGHTH GRADE

abandoned
ability
*absorbed
*accent
accept
accident
*accompany
according
*account
achieve
acre
adapted
admire
admit
adopt
advance
advantage
*advice
affect
afford
*agent
agree
agriculture
aid
alcohol
alphabet
altitude
aluminum
amount
ancestors
anchor
ancient
anger
angle
anxious
*appeal
approach
area
arithmetic
art
article
ashes
astronaut
atmosphere
attached
attempt
attend
attract
audience
automatic
avenue

avoid
*awkward
aware

*bacon
bacteria
balance
*bamboo
bare
battery
battle
bay
beam
beef
*behavior
beneath
benefit
bet
bid
bike
*bitter
blame
blank
*blend
*bloom
bob
border
bore
boss
bound
brain
brake
brass
breathe
brilliant
*broad
*broom
burden
burst
bury

cabbage
*cactus
camel
canal
cane
canvas
canyon
capital
capture
cargo

carriage
cast
castle
ceiling
cell
cement
century
*challenge
*chamber
champion
channel
chapter
character
*charm
chart
cheap
check
chemical
choice
*citizen
*civil
claim
claws
clay
clerk
climate
clover
clue
code
coin
collar
collect
college
*colonel
colony
*column
comfort
command
committee
community
companion
compare
compass
concern
*concrete
condition
cone
*confidence
*confused
*congress
connect

conquered
*consent
consider
*construct
contain
continent
control
*convention
*convenient
conversation
convinced
coral
cord
cottage
cotton
council
county
couple
court
craft
crazy
creature
credit
crew
*crime
crop
*crude
cruel
crust
*crystal
current
curve
custom

*daily
dairy
dam
*damage
date
deal
death
debt
declare
decorated
deed
defeat
defend
degree
delay
delicate
deliver

*demand
dense
*deny
describe
design
desire
destroy
*detail
detective
determine
develop
device
*dew
dictionary
difficult
*dim
dinosaur
direct
discuss
disease
distant
*district
dock
dot
*double
doubt
*dozen
dragon
drill
*due
*duke
dull
duty

ease
echo
editor
education
*effect
effort
elect
electric
*encouraged
enemy
enormous
entire
entrance
equal
equipment
especially
establish

*evidence
*evil
examine
excellent
exchange
expedition
expensive
experience
experiment
expert
explosion
explore
express
extend

fact
factory
faith
fame
familiar
fare
fashion
favor
female
*fertile
fever
fibers
figure
file
final
firm
fist
fleet
flesh
flight
flock
flood
*folk
*fond
foreign
fork
fort
*fought
fountain
fraction
freight
frontier
frost
fuel
*furnace
*furnish
furniture
further
future

gain
gallons
gang
garbage
gasoline
gear
general
generation
geography
ghost
*glaciers
globe
glory
*glow
glue
goal
*God
government
governor
*grace
grade
gradually
grand
*grant
grapes
*grasp
*grave
gravel
grazing
*greet
guest
*guitar
gum

habit
handkerchief
handsome
harvest
hatch
health
height
helicopter
helmet
hind
hire
hobby
*holy
honest
horizon
hotel
human
humor
hunger
hurricane
hut

immediate
include
*increase
independence
index
ink
*insist
instant
instructions
instrument
*intelligent
interrupted
*intervals
introduce
invent

jacket
jaws
journal
jungle

kettle
kid
knee
knot

labor
laboratory
*lack
lad
lamp
language
*lantern
*lava
lawn
league
*leap
least
leather
legend
length
level
lever
liberty
lid
limbs
limit
*link
lip
liquid
locate
*lord
loss
luck
lungs

magazine
magnet
maid
male
manner
manufacture
maple
marbles
*mass
material
measure
medicine
melody
member
memory
mention
*merchant
military
million
mineral
minister
mission
modern
mold
monster
mood
mosquitoes
*moss
motion
movie
mule
multiply
murmur
muscle
museum
music
mystery

native
nature
necessary
nerve
noble
noon
nor
nurse

oats
obey
object
observe
obtain
occasion
odd
*olive

operate
opinion
opportunity
oppose
orbit
ordinary
owe
oxen
oxygen

pace
pad
paddle
pain
palm
pants
paragraph
*parallel
*parrot
particular
partner
*passage
pasture
patient
pattern
pause
peace
peach
peak
*peculiar
peered
perfect
perform
period
permit
person
*petroleum
phone
*physical
pigeons
pioneer
pirates
pit
pity
planet
platform
pleasure
*plot
poem
poison
polar
polished
popular
*population
port

position
powder
*practical
prairie
praise
*pray
precious
preserve
prevent
prey
*pride
prince
principal
principle
prison
private
problem
proceed
produce
product
professor
profit
program
progress
project
pronounce
proof
proper
property
protest
provide
public
pump
pupil
purchase
pure
purpose

quality
quarrel
quarter
queer
*quit

rage
rail
range
rare
rat
raw
ray
reeds
reflect
refrigerator
*regard
region
regular
release
relief
rent
report
*reputation
restaurant
result
revolution
rhyme
rhythm
*ridge
rifle
rim
rise
rocket
rod
rough
royal
rug
ruin

sack
*sacrifice
saddle
*saint
*sake
salary
*salmon
sample
satellite
scale
*scheme
science
score
*screen
seal
*secretary
section
secure
*seldom
select
self
sentence
separate
*series
settle
severe
*sewing
*shaft
shallow
shark
shelter
*shepherd
*shift
shock
shoulder
*shrill
sight
silk
sin
sink
situation
sketch
skill
skirt
slant
slave
*slender
slice
slid
slight
*slope
social
society
soda
soil
soldier
solid
solve
sorrow
soul
spear
speech
spell
spite
*splendid
sport
square
*stable
stalk
stall
statue
steady
stern
stock
stomach
stove
strain
strength
*stroke
student
style
subject
subtract
*succeed
*success
*suffer
sugar
suggest
sum
supply
support
surface
*surround
sweat
*swell
*sword
syllable
symbol
system

tale
tape
target
task
tax
tea
tear
telegraph
telescope
temperature
*temple
tend
tennis
tenth
term
territory
*terror
theater
theory
threaten
throne
thrust
thumb
thunder
thus
tide
tiger
timber
tin
title
toad
tobacco
toe
tongue
topic
tore
total
trace
transportation
treat
treaty
tremendous
trial
troop
tropical
tub
turkey
twigs
twist
type

underneath
uniform
unit
universe
university
upward
urge

vacuum
vain
value
vanished
vast
vehicles
verse
vessel
victory
view
vines
visible
vision
volcano
vote
voyage

waist
*warriors
wax
wealth
weapons
*weary
web
wedding
weeds
whether
whom
*wicked
wilderness
wine
wit
witness
witch
worship
worst
wound
woven

wrist

yelled
yesterday
youth

zero
zone

ELEVENTH GRADE

*abroad
absolute
accomplish
accurate
acid
adult
*affair
*alert
annual
*apparent
apply
appoint
*appropriate
approximately
argument
artificial
assembly
associated
association
*assume
assure
*astronomers
atom
attitude
author
available
axis

barren
basis
*bass
billion
bond
*breast
brief

campaign
capable
carbon
career
cash
*cease
civilization
combine
commerce
commission
communicate
*compel
complicated
composed
compound
conclude
*conduct
*conflict
*confusion
consist
constant
contact
contract
*contrary
contrast
contributed
core
corresponding
create
*culture
*cycle
cylinder

decimal
*decline
defense
define
democratic
*depart
deposits
*despite
*devil
*devote
diagram
*diameter
*diet
differ
*display
distinct
*distinguish
drama
drugs

economic
efficient
element
empire
employ
energy
engage
enthusiasm
environment
error
*essential
estimate
exact
*exist
*expand
expense
exposed
extent
extreme

false
*fascinating
*fate
feature
federal
*fled
film
formula
*frequency
*frequently

*genius
graph

harmony
*harsh
herald
host
*hydrogen

identify
*illustrate
image
*impression
income
independent
*indicate
*individual
industry
influence
inform
injured
interior
invaded
investigate
*involved
*involves
issue
item

label
landscape
*latitude
*latter
layer
lens
literature
local
loop

magnificent
*maintain
major
mammals
marriage
mathematics
mechanical
medical
medium
mental
mercury
mere
meter
method
*midst
mild
minor
moist
moral
murder

necessity
*nitrogen
normal
novel
numeral
numerous

obvious
occupy
occur
odor
opera
orchestra
ore
organize
origin
ounces

*particles
*passion
per
permanent
photograph
phrase

plastic
plateau
plural
plus
poet
policy
political
*portion
positive
*possess
*preceding
prefer
previous
prime
*primitive
process
professional
*proportion
propose
*province
publish
punctuation

quantity

raft
rank
rapid
rate
*recent
rectangle
reduce
refer
relation
*religion
remote
*render
reptiles
request
require
*resistance
response
reveal
*role

*sacred
seek
senate
*shame
similar
site
skeleton
*skull
smashed
solar
solution
source
*species
sphere
*staff
standard
structure
submarine
substance
substitute
sufficient
superior
survive

technical
tense
*thee
*theme
thermometer
thoroughly
*thou
*thy
tissue
tone
traditional
triangle
typical

union
unique
unite
uranium
*utter

vapor
variety
vary
veins
vertical
vibrate
violent
vital
vocabulary
volume
*vowel

wages
welfare

yield

APPENDIX C

CONSUMER WORDS

acknowledgment
acquaint
advertisement
affidavit
agency
applicant
assess
assistance
attorney
authorize
balance
bankruptcy
benefit
bookkeeping
bureau
business
canceled
cancellation
certified
circulation
civil
clerk
collected
collecting
companies
compensation
complaint
contract
convenient
council
crediting
credits
data
debt
debtor
deduction
deposit
discontinue
distribute
distribution
district
dividend
document
domestic
doubt
duplicate
economic
education
efficient
electrical
eligible
emergency
employ
employee
employment
engineer
envelope
error
estimate
evidence
exactly
examine
excess
expense
federal
figuring
financial
fixtures
foreclose
freight
funeral
fuse
genuine
government
governor
graduate
groceries
guarantee
indebtedness
itemized
journey
lawyer
laundry
lien
liquor
manufacture
mechanic
mechanical
merchandise
mortgage
notify
occupy
omission
opportunity
pamphlet
patent
penicillin
policy
privilege
procedure
procure
professional
qualifications
receipt
registration
regretting
remedy
remittance
requisition
restaurant
revenue
sincerely
signature
specifications
specify
stationery
statistics
sufficient
supplies
telegram
temporarily
tobacco
tractor
transfer
transferred
treasurer
treasury
typewriter
utilize
vegetable
vitamin
voucher
warrant
welfare

APPENDIX D - JOURNALISM BIBLIOGRAPHY

Teachers may write the publishers for samples of these materials. Additional aid may be obtained by contacting Caroline Charbonnet, Director, Educational Services, Florida Publishing Company, P.O. Box 1949-F, Jacksonville, Florida, (904) 359-4447.

Suggested Grade Levels	
10-12	Arrington, A. Lucille, ed., Newspaper in the Classroom: Teacher's Manual, Charleston, S.C., The News and Carrier and Charlotte Evening Post, 1978.
7-9	Cheney, Arnold B., The Writing Corner, Santa Monica, Ca., Goodyear Publishing Company, Inc., 1979.
7-12	Conner, Bernice G., et al, The Living Textbook, Miami, The Miami Herald, 1965.
10-12	Cramer, Ward, Reading Beyond the Headlines: What's in the Newspaper for You, Portland, Me., J. Weston Walch Company, 1973.
10-12	Craven, Sandy, et al, eds., Newspaper in the Classroom, Evansville, Ind., Evansville Printing Corporation, 1974.
7-9	Everett, Herald, Ball Four: A Newspaper in the Classroom Teaching Unit, Detroit, Detroit News Publications, 1977.
7-9	Florida Times Union and Jacksonville Journal, Fun Ideas for Kids and Parents, Jacksonville, Fl., Florida Publishing Company, 1975.
7-12	---- Take Your Students Where the Action Is, Jacksonville, Florida, Florida Publishing Company, 1975.
7-12	Forest, Raymond P., About Journalism, Greenfield, Ma. Channing L. Bete Company, Inc., 1977.
7-12	Jordan, Anna, Using the Newspaper to Reinforce Communication Skills, Tampa, Fl., The Tampa Tribune and The Tampa Times, 1979.
7-12	Lukens, Chris, Using Your Daily Newspaper to Teach Vocabulary and Writing, Honolulu, Hawaii Newspaper Agency, Inc., 1968.
7-12	Piercey, Dorothy, ed., Developing Creative Writing Through the Daily Newspaper, Phoenix, The Arizona Republic and The Phoenix Gazette, 1976.

7-12 ---- Reaching for Journalistic Style of Writing, Phoenix, The Arizona Republic and The Phoenix Gazette, 1976.

7-12 ---- Using the Newspaper to Teach Language Arts to Fifth Graders, Phoenix, The Arizona Republic and The Phoenix Gazette, 1976.

10-12 Tokars, Lester E., Basic Understanding of Nonfictional Writings Using the Newspaper as a Supplementary Aid, San Diego, Ca., Copley Press, Inc., 1971.

10-12 ---- Basic Understanding of the Literary Epic Using the Newspaper as a Supplementary Aid, San Diego, Ca., Copley Press, Inc., 1971.

APPENDIX E - BIBLIOGRAPHIC FORMAT

In writing a bibliography, observe the following details of form:

1. Items are arranged in alphabetical order according to the last names of authors. Hence, unlike footnotes, which are not arranged alphabetically, bibliographical items give the author's last name first. This applies only to the first author if the book has more than one author. The names of a second and third author are written first name first. It is not necessary to number the items. Anonymous items are placed alphabetically by the first word of their titles, unless the first word is the, an, or a, in which case the second word determines the alphabetical position. Alphabetizing can be done easily by arranging the working bibiography cards in alphabetical order.
2. If the bibliography includes more than one work by the same author, it is not necessary to repeat the author's name with each. Use a long dash in place of the name in all listings after the first.
3. When an item occupies more than one line, the second line should be indented so that the names of authors will stand out on the page.
4. Commas are used between all parts of a bibliographical item. A period at the end is optional.
5. If you type your paper, type your bibliography entries single space, but leave a double space between entries.

Study the following bibliography. The items in it were selected from a longer bibliography to illustrate the correct form for various kinds of listings.

BIBLIOGRAPHY

Deloria, Vine, Jr., Custer Died for Your Sins: An Indian Manifesto, New York, Macmillan, 1969.

Fey, Harold Edward and D'Arcy McNickle, Indians and Other Americans, Two Ways of Life Meet, New York, Harper, 1959.

LaFarge, Oliver, "Enduring Indian," Scientific American, 202:37 -45, February, 1960.

---- "Indians Want a New Frontier," New York Times Magazine, June 11, 1961, p. 12+.

"Navahos Upheld on Land Claims," New York Times, June 30, 1970, p. 20.

"United States of America: Racial Composition," Encyclopaedia Britannica, Vol. 22, Chicago, Encyclopaedia Britannica, Inc., 1966.

Who's on First? Fair Play for All Americans ("Public Affairs Pamphlet," No. 233), New York, Public Affairs Pamphlet, April, 1956.

J.E. Warriner, English Grammar and Composition, Complete Course, New York, Harcourt Brace Jovanovich, 1977.

APPENDIX F - METRIC SYSTEM TERMS

PREFIXES

kilo - thousands
hecto - hundreds
deka - tens
(no prefix) - ones

deci - tenths
centi - hundredths
milli - thousandths

LENGTH

1 centimeter (cm) = 10 millimeters (mm)
1 meter (m)= 100 centimeters
1 meter = 1000 millimeters
1 kilometer (km) = 1000 meters

AREA

1 square centimeter (cm^2) = 100 square millimeters (mm^2)
1 square meter (m^2) = 10,000 square centimeters
1 hectare (ha) = 10,000 square meters

VOLUME and CAPACITY

1 cubic centimeter (cm^3) = 1000 cubic millimeters (mm^3)
1 cubic decimeter (dm^3) = 1000 cubic centimeters
1 cubic meter (m3) = 1,000,000 cubic centimeters
1 milliliter (mL) = 1 cubic centimeter
1 liter (L)= 1000 milliliters
1 liter= 1000 cubic centimeters
1 liter= 1 cubic decimeter

MASS

1 gram (g) = 1000 milligrams (mg)
1 kilogram (kg) = 1000 grams
1 metric ton (t)= 1000 kilograms

APPENDIX G

HAYDON BURNS FILM LIBRARY

The Haydon Burns Library is part of the Jacksonville Public Library System and is located at 122 North Ocean Street in downtown Jacksonville. All the films listed are 16mm. sound films and have been selected because of their appropriate content to Language Arts objectives in Duval County. The subject index lists films by titles, suggests appropriate age levels, and provides running time.

j - junior high
s - senior high

Films may be borrowed on a Jacksonville Public Library System adult borrower's card only. In all cases films should be booked at least two days before the pick-up day. (by phone or in person). Films are loaned for an overnight period and if a film is overdue, a charge of 25¢ per film is made for each hour.

SUBJECT	FILM TITLE	AGE	MINUTES
Bible	The Bible as Literature (Parts 1,2)	s	27, 24
Drama	Henry V	j,s	137
	The Long Voyage Home	j,s	100
	Our Town	s	90
	Pygmalion	j,s	90
	Street Scene	s	80
Metric Terms	A Metric America	j,s	16
Novel	Citizen Kane	j,s	117
	Cry the Beloved Country	s	96
	The Grapes of Wrath	j,s	115
	Hemingway's Spain: Death in the Afternoon	j,s	15
	Hemingway's Spain: For Whom the Bell Tolls	j,s	19
	Hemingway's Spain: The Sun Also Rises	j,s	17
	Jane Eyre	j,s	110
	Literature of America: The Novel of the 20th Century	j,s	21
	Mutiny on the Bounty	j,s	132
	Of Human Bondage	s	83
	Treasure Island	j,s	95
	Ulysses	s	132
	The Yearling	j,s	135
Parliamentary Practice	Parliamentary Procedure	s	22

SUBJECT	FILM TITLE	AGE	MINUTES
Poetry	Autumn: Frost Country	j,s	9
	Chaucer's England	j,s	30
	Espolio	s	7
	From Every Shires Ends	s	38
	Hall of Kings: Westminster Abbey	j,s	53
	In a Spring Garden	j,s	6
	The Search for Ulysses	j,s	53
	The Sonnets: Shakepeare's Moods of Love	j,s	21
Satire	The Cruise	j,s	9
	Captain Mom	s	14
	Delicious Catastrophe	s	13
	1501 ½	j,s	8
	Further Adventures of Uncle Sam	j,s	13
	The Great Toy Robbery	j,s	7
	K - 9000: A Space Oddity	s	11
	Mr. Businessman	s	6
	Paris Flash	j,s	10
	Sergeant Swell	j,s	15
	Time Piece	s	10
Science Fiction	The Fabulous World of Jules Verne	j,s	82
	Ersatz	j,s	10
	Les Escargots	j,s	11
	The Lost World Revisited	j,s	28
	Metropolis	s	120
	No. 00173	j,s	9
	Science Fiction Highlights #1	j,s	40
	Science Fiction Highlights #2	j,s	30
	The Story of a Writer (Ray Bradbury)	j,s	25
	Stranger than Science Fiction	j,s	27
	Things to Come	j,s	80
	The Unexplained	j,s	52
Short Stories	The Bet	s	24
	The Boarded Window	s	18
	Chickamauga	s	33
	The Forgotten Village	j,s	60
	The Hangman	j,s	12
	The Happy Prince	j,s	25
	Masque of the Red Death	j,s	10
	The Mockingbird	j,s	39
	The Most Dangerous Game	j,s	65
	An Occurrence at Owl Creek Bridge	s	27
	The Open Window	s	12
	Parker Anderson, Philosopher	j,s	20
	The Tell Tale Heart	j,s	10
	Unicorn in the Garden	j,s	10

SUBJECT	FILM TITLE	AGE	MINUTES
Short Stories (cont.)	Young Goodman Brown	j,s	30
Themes in Literature	Authority and Rebellion	s	31
	Conscience in Conflict	s	33
	Crime and the Criminal	s	33
	Heroes and Cowards	s	32
	Man and Woman	s	33
	Power and Corruption	j,s	34
Writers	A Brown Mask (Dylan Thomas)	s	30
	A Dylan Thomas Memoir	s	28
	Gertrude Stein: When You See This, Remember Me	s	90
	Helen Keller in Her Story	j,s	48
	Hemingway	s	51
	James Weldon Johnson	j,s	12
	Mark Twain's America	j,s	52
	Mr. Dickens of London	s	52
	Paris in the Twenties	s	27
	Robert Browning	s	21
	Shakespeare - Soul of an Age	s	54
	The Story of a Writer (Ray Bradbury)	j,s	25
	To Be Young, Gifted and Black	s	90

APPENDIX H

Course Title: Functional Basic Skills - English State Course Code #: 5124

Grade Level: N/A Duval County Course Code #: 1306

Instructional Level: Remedial Evaluation: Teacher-made

Prerequisite: None Length of Course: Semester
1/2 Elective Credit

Textbook(s): Rosch, W., et al., Pride in Language (Random House School Division)

Course Description:

Functional Basic Skills provides students with the opportunity to participate in an individualized program tailored to their particular needs. The course is designed for students who have not yet mastered those basic skills in reading, writing, and language which enable them to function successfully in the standard English classroom. Instruction is based on the diagnosis of skills deficiencies and the use of materials keyed to each skill. Students may enroll for one semester but should be encouraged to remain in the course until all skills specified for their grades levels are mastered.

Specific Skills Focus:

1. Florida Statewide Assessment Program, Reading and Writing, Instructional Objectives for Grades 3, 5, 8, 11 (according to individual need)
2. Minimum Level Skills in Language Arts/Reading, Instructional Objectives for Grades 7-12 (according to individual need)

APPENDIX I

STANFORD ACHIEVEMENT TEST OBJECTIVES

Grades 7,8,9

Sub-test: Vocabulary

The student will:

1. Select the correct meaning of specific words encountered in literature and reference books.
2. Select the correct meaning of specific words encountered in mathematics and science material.
3. Select the correct meaning of specific words encountered in social science material.
4. Select the correct meaning of specific words encountered in books and activities related to arts and crafts.
5. Use common and multiple word meanings.
6. Understand idiomatic expressions.
7. Use prefixes, suffixes, and root words.
8. Identify an inferred meaning drawn from a passage.

Sub-test: Reading Comprehension

The student will:

1. Identify the main idea or select a title that best reflects the main idea of a passage.
2. Identify facts and details stated in a passage.
3. Identify conclusions that can be drawn from a passage.
4. Use context clues to identify the meaning of a concept or a word.
5. Identify an inferred meaning drawn from a passage.

STANDARD ACHIEVEMENT TEST OBJECTIVES

Grades 7,8,9 (cont.) Sub-test: Spelling

The student will:

1. Identify a homophone which is incorrectly spelled for a particular context.

2. Identify a word containing an incorrect spelling of a sound.

3. Identify a word containing an error resulting from the incorrect addition of a morpheme (prefix, suffix, plural, tense change, contractions) to the base word.

Sub-test: Language

The student will:

1. Identify acceptable written communication through the use of conventional forms of:

   a. capitalization
   b. commas
   c. standard written English (verb forms, pronoun forms, subject-verb agreement, indefinite articles).

2. Select the most appropriate word or phrase to:

   a. complete a sentence
   b. identify a complete sentence
   c. distinguish between sentence fragments and complete sentences.

3. Demonstrate mastery of the following skills:

   a. identify words in correct alphabetical order
   b. choosing appropriate guide words
   c. using dictionary respelling for pronounciation
   d. choosing the appropriate meaning from multiple meanings using diacritical marks
   e. using diacritical marks
   f. understanding symbols such as V. for verb.

APPENDIX J

Standard Level
Minimum Level Skills Test Objectives

Grade 7

The student will:

1. Identify words used as nouns.
2. Identify words used as pronouns.
3. Distinguish between complete sentences and fragments.
4. Distinguish between the complete subject and the complete predicate.
5. Identify simple subjects.
6. Identify simple predicates.
7. Identify direct objects.
8. Identify standard usage with respect to the following:
   a. Subject/verb agreement
   b. Pronoun case and order (with subjects and direct objects).
9. Identify appropriate homonyms in given contexts.
10. Identify synonyms.
11. Use a dictionary entry to:
    a. Choose the appropriate definition of a word used in context
    b. Use guide words
    c. Identify the number of syllables in a word
    d. Interpret abbreviations used in the entry.
12. Apply reading comprehension skills to fiction and/or non-fiction by identifying the following:
    a. Main idea
    b. Facts and information
    c. Sequence
    d. Word meaning from context clues

Minimum Level Skills Test Objectives

Grade 7 (cont.)

The student will:

13. Identify correct uses of capitalization at beginnings of sentences and in proper nouns.

14. Identify correct uses of:

    a. End punctuation
    b. Commas in dates, addresses, and between items in a series
    c. Apostrophes in contractions.

15. Choose unrelated words from groups of words.

16. Choose headings for groups of related words.

17. Identify words spelled incorrectly by using spelling rules pertaining to:

    a. Words ending in y
    b. Doubling the final consonant
    c. Dropping the silent e.

18. Demonstrate skills necessary for the use of:

    a. The card catalog
    b. The encyclopedia.

Standard Level
Minimum Level Skills Test Objectives

Grade 8

The student will:

1. Identify words used as adjectives.

2. Identify words used as prepositions.

3. Identify objects of prepositions.

4. Identify words used as compound subjects and words used as compound predicates.

5. Identify correct usage with respect to the following:

   a. Subject/verb agreement
   b. Appropriate tense forms of common regular and irregular verbs
   c. Correct pronoun case in prepositional phrases
   d. Correct comparatives and superlatives of adjectives
   e. Double negatives.

6. Identify appropriate affixes for a given root used in context.

7. Identify synonyms.

8. Use a dictionary entry to choose the appropriate definition of a word used in context.

9. Apply reading comprehension skills to fiction and/or non-fiction by identifying:

   a. Main idea
   b. Facts and information
   c. Cause and effect
   d. Prediction
   e. Meanings of words used in context.

10. Identify correct uses of capitalization (titles, abbreviations for proper nouns).

11. Identify correct uses of:

    a. End punctuation
    b. Commas (items in a series, direct address)
    c. Apostrophes (contractions, singular possessives).

Grade 8 (cont.)

The student will:

12. Organize information into logical classifications by choosing unrelated sentences from groups of sentences.

13. Choose topic sentences for groups of related sentences.

14. Identify words spelled incorrectly by using spelling rules pertaining to:

    a. Words with ei and ie
    b. Plurals of nouns
    c. Words with prefixes and suffixes.

15. Use a table of contents to find information.

16. Use an index to find information.

Standard Level
Minimum Level Skills Test Objectives

Grade 9

The student will:

1. Identify words used as adverbs.
2. Distinguish between run-on sentences and correctly structured sentences.
3. Distinguish between simple sentences and compound sentences.
4. Identify subject complements (predicate adjectives and predicate nominatives).
5. Identify standard usage with respect to the following:
   a. Subject/verb agreement
   b. Pronouns
   c. Adjectives and adverbs.
6. Identify antonyms.
7. Use a dictionary entry to choose appropriate definitions of words used in various contexts.
8. Will apply reading comprehension skills to fiction and/or non-fiction by identifying:
   a. Main idea
   b. Facts and information
   c. Fact and opinion
   d. Word meaning from context clues.
9. Identify correct uses of capitalization (proper nouns and proper adjectives which name languages, institutions, historical periods, holidays, important personal titles).
10. Identify correct uses of the following:
    a. Commas (in compound sentences, with parenthetical expressions)
    b. Underlining (italics) and/or quotation marks for titles
    c. Apostrophes (singular possessives).
11. Organize information by selecting sub-topics for given main topics.
12. Identify commonly misspelled words.

APPENDIX K

FLORIDA STATE ASSESSMENT PROGRAM

STANDARDS AND SKILLS

Beginning Grade 8

READING STANDARDS

A - THE STUDENT WILL ACQUIRE A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.

1. Associate words which are the same or opposite in meaning.
2. Associate printed words with their oral equivalents.
3. Associate words with their literal definitions.

B - THE STUDENT WILL DETERMINE WORD MEANING FROM THE WAY THE WORD IS USED IN A PASSAGE.

4. Determine word meaning using specific context clues.

C - THE STUDENT WILL DETERMINE WORD MEANING FROM A KNOWLEDGE OF WORD PARTS AS USED IN A GIVEN CONTEXT.

5. Associate contractions with their component words in a given context.
6. Associate the appropriate derived words (prefixes and suffixes) in a given context.
7. Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.

D - THE STUDENT WILL DETERMINE WHETHER DIFFERENT SELECTIONS HAVE SIMILAR MEANINGS.

(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)

E - THE STUDENT WILL DETERMINE THE MAIN IDEA OF A MESSAGE.

8. Determine the main idea stated in a paragraph.
9. Determine the main idea inferred from a paragraph.

F - THE STUDENT WILL FIND INFORMATION IN A MESSAGE.

10. Find who, what, where, when, which and how information in a selection.
11. Determine the order of details in a selection.
12. Find details which refer to a main idea.

G - THE STUDENT WILL DETERMINE THE CAUSES AND EFFECTS OF EVENTS AND ACTIONS.

13. Determine the stated cause and stated effect of an event or an action.

H - THE STUDENT WILL DETERMINE THE LOGICAL GENERALIZATIONS WHICH CAN BE DRAWN FROM A MESSAGE.

14. Identify an appropriate conclusion in a subject area.
15. Infer feelings and emotions.

I - THE STUDENT WILL RECOGNIZE FANTASY, FACT, AND OPINION IN A MESSAGE.

16. Distinguish between facts and opinions.
17. Identify an unstated opinion.

J - THE STUDENT WILL RECOGNIZE IRRELEVANT AND INVALID STATEMENTS.

18. Identify an irrelevant statement in a selection.
19. Identify conclusions which are based upon insufficient evidence.

K - THE STUDENT WILL FOLLOW ORAL AND WRITTEN DIRECTIONS.

20. Follow written directions to complete a task.

L - THE STUDENT WILL IDENTIFY APPROPRIATE SOURCES FOR NEEDED INFORMATION.

21. Identify an appropriate source to obtain information on goods and services and on day-to-day events.

M - THE STUDENT WILL USE APPROPRIATE REFERENCE SKILLS.

22. Select an appropriate dictionary definition for a word used in a specific context.
23. Use a table of contents to identify the chapter most likely to contain information on a specified subject.
24. Use an index to locate a sub-topic by page number.
25. Use directions to locate a specific place on a map.

WRITING STANDARDS

A - THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES.

1. Write the plural forms of nouns correctly.
2. Use the appropriate forms of common regular verbs in writing.
3. Write declarative sentences having compound subjects and/or verbs.
4. Make subjects and verbs agree.
5. Use the appropriate forms of common irregular verbs.
6. Write compound declarative sentences using appropriate English word order.

B - THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS.

7. Group words or objects which are similar.
8. Generate headings for groups of similar words or objects.
9. Write a story using an appropriate organizational pattern.
10. Write a set of simple directions or procedures using an appropriate organizational pattern.
11. List information before writing.

C - THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.

12. Write at least three sentences related to one topic.

D - THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION.

13. Include the necessary information when listing personal tasks and plans.
14. Include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.
15. List the items or steps necessary for performing a specified process.
16. Include in any written message, invitation, or announcement, necessary information such as who, what, when, where, and how.

E - THE STUDENT WILL WRITE LETTERS AND MESSAGES USING COMMONLY ACCEPTED FORMATS.

17. Write a business letter when specific information is given.
18. Use a proper form when writing a simple business letter.
19. Use a proper form when addressing a business envelope.

F - THE STUDENT WILL FILL OUT COMMON FORMS.

20. Complete the form necessary to apply for a Social Security number.
21. Complete order blanks.

22. Complete a check and its stub.
23. Complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names.

G - THE STUDENT WILL SPELL CORRECTLY.

24. Spell words from a selected high-frequency list of those words needed in writing through grade seven.
25. Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.
26. Use a dictionary, with guidance, to spell words having phonetically regular beginnings.

H - THE STUDENT WILL PUNCTUATE CORRECTLY.

27. Use an exclamation point to complete an imperative statement, when force is intended.
28. Use the comma to separate words in a series.
29. Use the comma to separate proper names in direct address.

I - THE STUDENT WILL CAPITALIZE CORRECTLY.

30. Capitalize commonly used abbreviations for proper nouns.
31. Capitalize appropriate words in titles.

J - THE STUDENT WILL WRITE LEGIBLY.

32. Proofread for legibility.
33. Use proper format for indentations and margins.

APPENDIX L

CORRELATION BETWEEN 1985-86 AND 1977-78 STANDARDS AND SKILLS MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

The correlation is organized by subject area and grade, and includes basic skills as well as the communications and mathematics standards for SSAT-II. The following information should be used in interpreting the correlation.

In the column entitled "1985," each standard letter and skill number in the new adoption is listed. If the standard or skill is new, this is noted in parentheses.

In the column entitled "1977," each presently adopted standard and skill is listed as it corresponds to one that is new. If more than one standard letter is listed horizontally in this column, the standards indicated by these letters were combined to form the new standard for 1985. Similarly, if more than one skill number is listed horizontally in this column, the skills indicated by these numbers were combined to form the new skill for 1985.

In the column entitled "Comments About 1985 Skills and Standards," changes that were made in the old standards and skills are indicated.

At the end of each section (subject and grade combination) those skills that are presently adopted but will be deleted in 1985 are listed.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

Correlation Between 1985-86 and 1977-78 Standards and Skills

EIGHTH GRADE READING

1985	1977	Comments About 1985 Skills and Standards
A.	A.	"demonstrate knowledge" substituted for "acquire"
1. (New)		
2.	3.	added "presented in context"
B.	C.	
4.	7.	made a unique skill
5.	7.	made a unique skill
6.	7.	made a unique skill
8.	6.	limited to base words which stand alone and "associate" changed to "identify meaning"
9.	5.	"associate" changed to "identify meaning"
10. (New)		
C.	E,F,G,K.	
11. (New)		
12.	8.	
13.	10.	"details" changed to "events"
14.	11.	
15.	13.	
16.	20.	
D.	B,E,H	
17.	1., 4.	specific context clues identified
18. (New)		
19.	9.	
20. (New)		
21.	14.	expanded to include generalizations
E.	I.	
22. (New)		
23.	16.	
F.	L., M.	
24. (New)		"use" changed to "obtain information" and expanded to include "pictures or signs"
25.	25.	
26. (New)		
27.	22, 23, 24.	
28. (New)		
29.	21.	appropriate sources are identified, kinds of information expanded.

Deletions from 1977 Skills:

1, 2, 12, 15, 17, 18, 19

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

Correlation Between 1985-86 and 1977-78 Standards and Skills

EIGHTH GRADE WRITING

1985	1977	Comments About 1985 Skills and Standards
A.	A.	
3. (New)		
7.	1.	
8.	2.	
9.	3.	
10.	4.	
11.	5.	added "in writing"
12.	6.	
B.	B.	
16. (New)		
17.	7.	deleted "objects"
18.	8.	replaced "objects" with "phrases"
19.	10.	deleted "procedures etc."
20. (New)		
C.	C.	
24.	12.	
D.	D.	
29.	14.	
30.	15.	
31.	16.	
E.	E.	deleted "using commonly accepted formats"
38.	17.	
39.	18.	
40.	19.	
F.	F.	
44.	21.	
45.	23.	
G.	G.	
52. (New)		
55.	24.	deleted "high frequency list"
56.	25.	
57.	26.	

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

Correlation Between 1985-86 and 1977-78 Standards and Skills

EIGHTH GRADE WRITING (cont.)

1985	1977	Comments About 1985 Skills and Standards
H.	H.	
62. (New)		
63. (New)		
64. (New)		
65. (New)		
66. (New)		
67.	28.	
68.	29.	
I.	I.	
70. (New)		
71. (New)		
72. (New)		
73.	30.	
74.	31.	
J.	J.	
76. (New)		
80. (New)		
81. (New)		

Deletions from 1977 Skills:

9, 11, 13, 20, 22, 27, 32, 33

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

Correlation Between 1985-86 and 1977-78 Standards and Skills

ELEVENTH GRADE READING

1985	1977	Comments About 1985 Skills and Standards
A.	A.	"demonstrate knowledge" substituted for "acquire"
1. (New)		
2.	3.	added "presented in context"
B.	C.	limited to base words which stand alone and "associate" changed to "identify meaning"
8.	7.	
C.	E, F, K.	
12.	9.	
13.	12.	
14.	13.	"details" changed to "events"
15. (New)		
16.	25.	
D.	B, E, G, H.	
17.	5.	specific context clues identified
18. (New)		
19.	10.	
20.	16.	
21.	17.	expanded to include generalizations
E.	I.	
23.	20.	
F.	L., M.	
25.	29.	"use" changed to "obtain information" and expanded to include "pictures or signs"
26.	30.	"use" changed to "obtain information" and expanded to include "diagrams, tables or graphs"
27.	27, 28.	"use" changed to "obtain information" and expanded to include "table of contents"
28. (New)		
29.	26.	appropriate sources are identified

Deletions from 1977 Skills:

1, 2, 4, 6, 8, 11, 14, 15, 18, 19, 21, 22, 23, 24

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

Correlation Between 1985-86 and 1977-78 Standards and Skills

ELEVENTH GRADE WRITING

1985	1977	Comments About 1985 Skills and Standards
A.	A.	
7. (New)		
9. (New)		
10. (New)		
11. (New)		
12. (New)		
B.	B.	
18.	2.	changed "write" to "generate"
19. (New)		
20. (New)		
C.	C.	
25.	5.	
26. (New)		
D.	D.	
32.	8, 14.	
33.	9.	
E.	E.	deleted "using commonly accepted format"
39.	10.	deleted "necessary and accurate information"
40. (New)		
41.	11, 12.	
F.	F.	
44. (New)	15,16,17,18	added "Social Security"
46.	19,20,21	
47. (New)		
G.	G.	
52. (New)		
56. (New)		
57.	26.	restricted to "phonetically regular beginning"
58.	22.	deleted "---high frequency list"
59.	23.	
60.	24.	
61.	25.	deleted "prefixes"

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

Correlation Between 1985-86 and 1977-78 Standards and Skills

ELEVENTH GRADE WRITING (cont.)

1985	1977	Comments About 1985 Skills and Standards
H.	H.	
62. (New)		
63. (New)		
64. (New)		
65. (New)		
66. (New)		
67. (New)		
68. (New)		
69.	29.	
I.	I.	
70. (New)		
71. (New)		
72. (New)		
73. (New)		
74. (New)		
75.	31.	
J.	J.	
76. (New)		
80. (New)		
81. (New)		

Deletions from 1977 Skills:

1, 3, 4, 6, 7. 13, 27, 28

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

Correlation Between 1985-86 and 1977-78 Standards and Skills

SSAT II - COMMUNICATIONS

1985	1977	Comments About 1985 Skills and Standards
R 12 (New)		
R 13	12	
R 15 (New)		
R 16		
R 19	10	
R 21		
R 23	20	
R 25	29	expanded to include pictures, signs
R 26		
R 27	27, 28	expanded to include table of contents
R 29	26	appropriate source identified
W 32 (New	8	added "to note an assignment"
W 41		
W 46	15,16,17,18, 19,20,21	added "Social Security"
W 47	8th 22	added money order

Deletions from 1977 Skills:

R16, R21